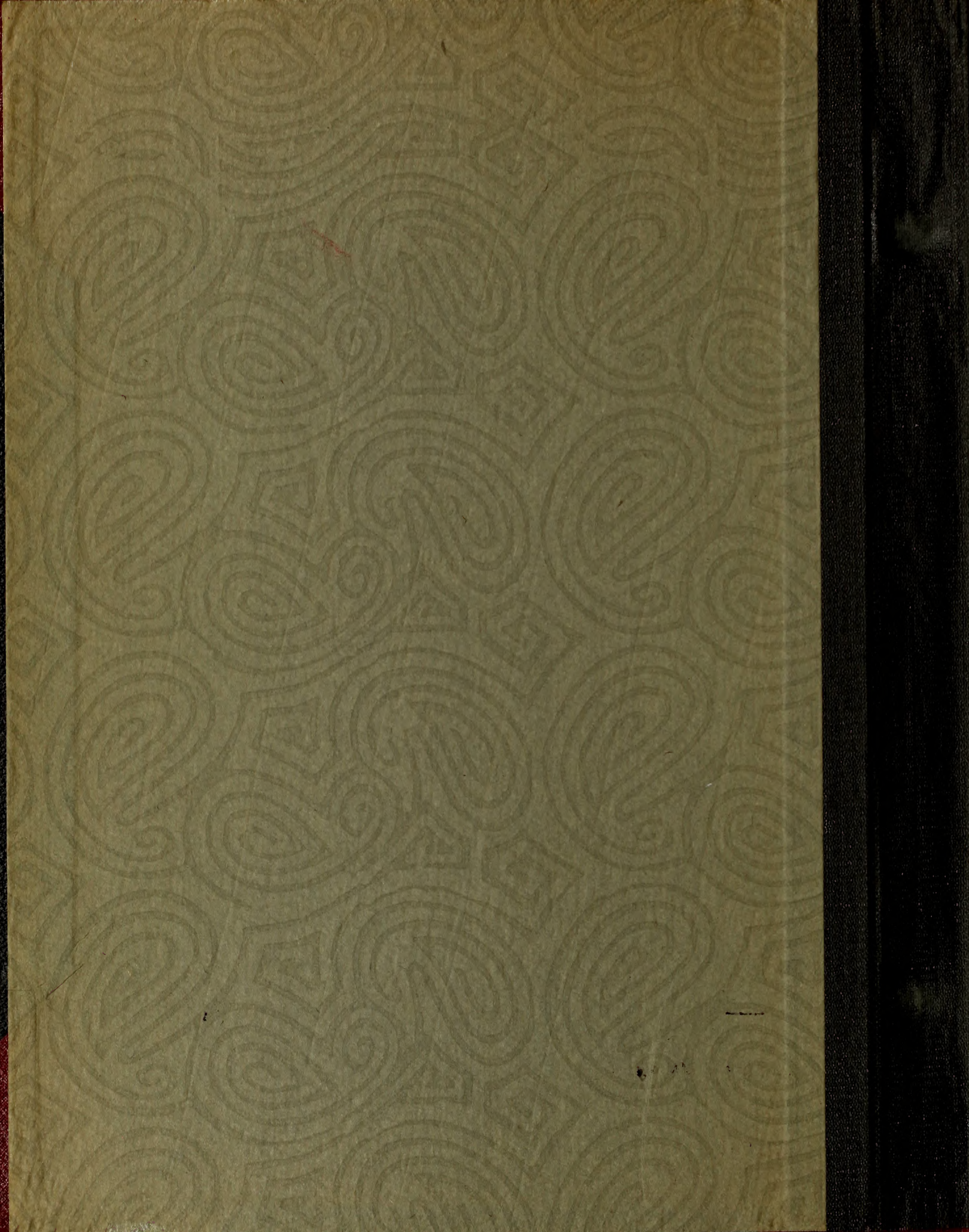


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E.M. Quinn





BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

HISTORY AND DEVELOPMENT OF COMMERCIAL EDUCATION
IN CAMBRIDGE, MASSACHUSETTS

Submitted by

Eveline Mary Quinn

(A.B., Emmanuel, 1924)

In partial fulfilment of requirements for
the degree of Master of Arts

1931

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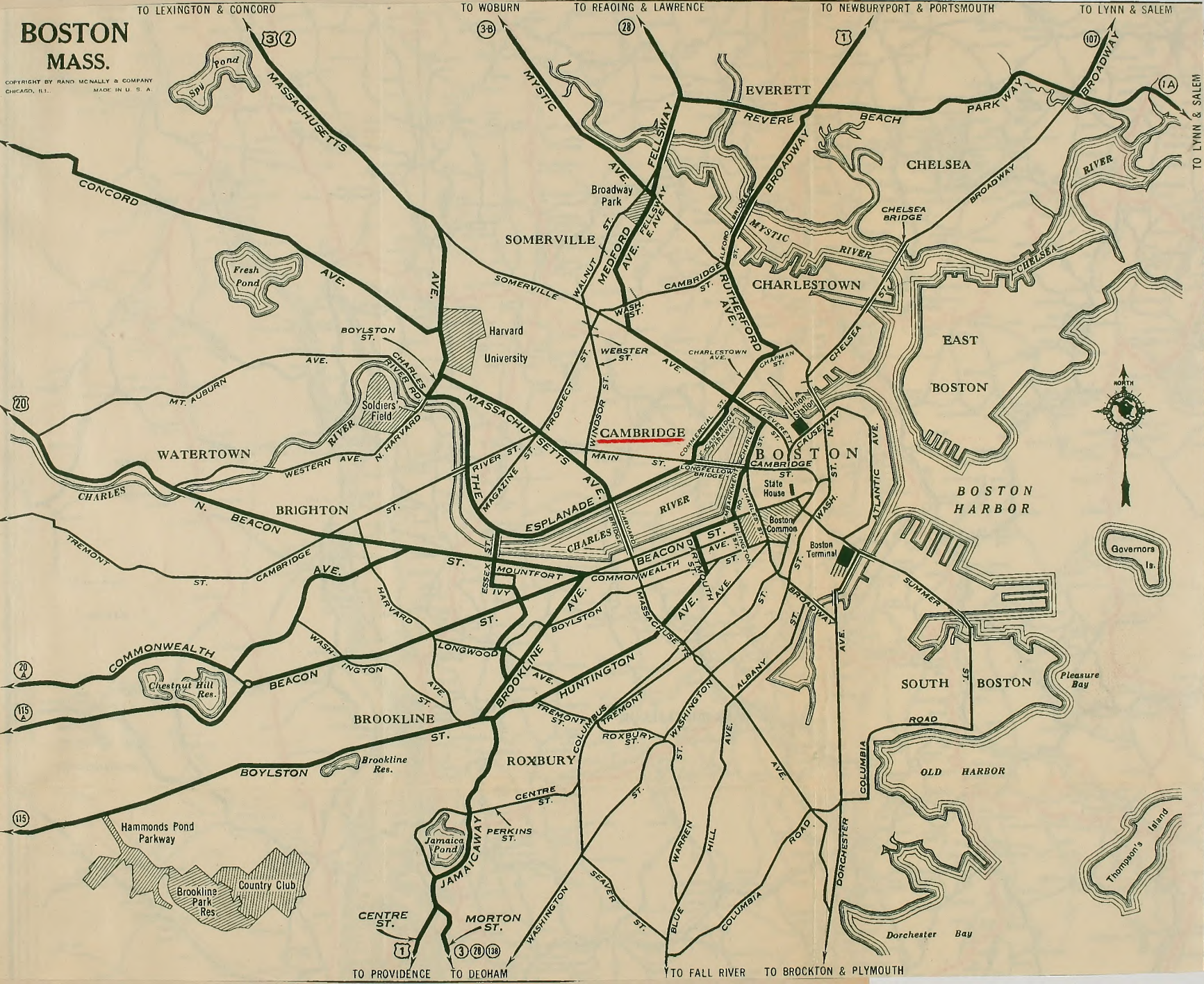
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LATIN-GRAMMAR-SCHOOLS

(A) - 1643 - 1763

(B) - 1769 - 1832

HIGH-SCHOOLS

1. 1838 - 1848

2. 1848 - 1865

3. 1840 - 1847

4. 1865 - 1892

5. 1892 - 1930

~ CAMBRIDGE ~

SHOWING A SECTION OF THE CITY

INTRODUCTION

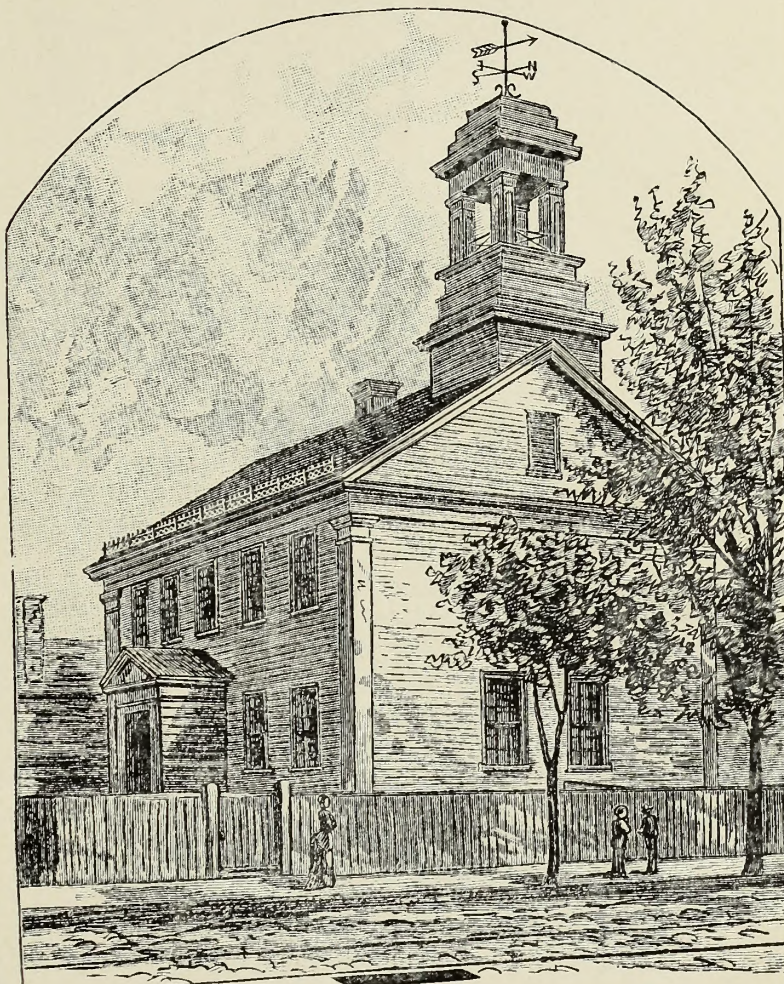
The contribution of Cambridge to the educational life of America has been outstanding. To understand the commercial growth of Cambridge one must make a resume of Cambridge's earliest history. It was in sixteen hundred and thirty (1630) that the New Town was selected to be the capital of the Massachusetts Bay Colony. Situated on the east bank of the Charles River with Boston its nearest neighbor on the opposite bank, it was an ideal industrial site and the many plants which located here soon drew people from all parts of the world. Cambridge today, from its humble beginning, has a population over one hundred and thirteen thousand. In sixteen hundred and thirty (1630), Deputy Governor Thomas Dudley and a handful of wealthy colonists erected houses in the vicinity of Harvard Square. From sixteen hundred and thirty-four (1634) to sixteen hundred and thirty-six (1636), the General Court met in Cambridge and Thomas Dudley, then Governor, continued to dwell here. But since some of the colonial officials failed to keep their agreement to erect houses in the New Town, the plan to make Cambridge the capital failed. In sixteen hundred and thirty-eight (1638) the New Town was renamed Cambridge, in honor of the English University of that name. From the very beginning of America, Cambridge has played an important part in its upbuilding. Washington, father of the country, took command of the Continental troops here on July three, seventeen

hundred and seventy-five (1775). Harvard, first of American colleges, was founded here. Here the first printing press turned out its copy. Here lived Lowell, Longfellow, Holmes, Agassiz. Thousands of America's leaders have received their education here in the university and colleges. From its very beginning Cambridge is synonymous with learning.

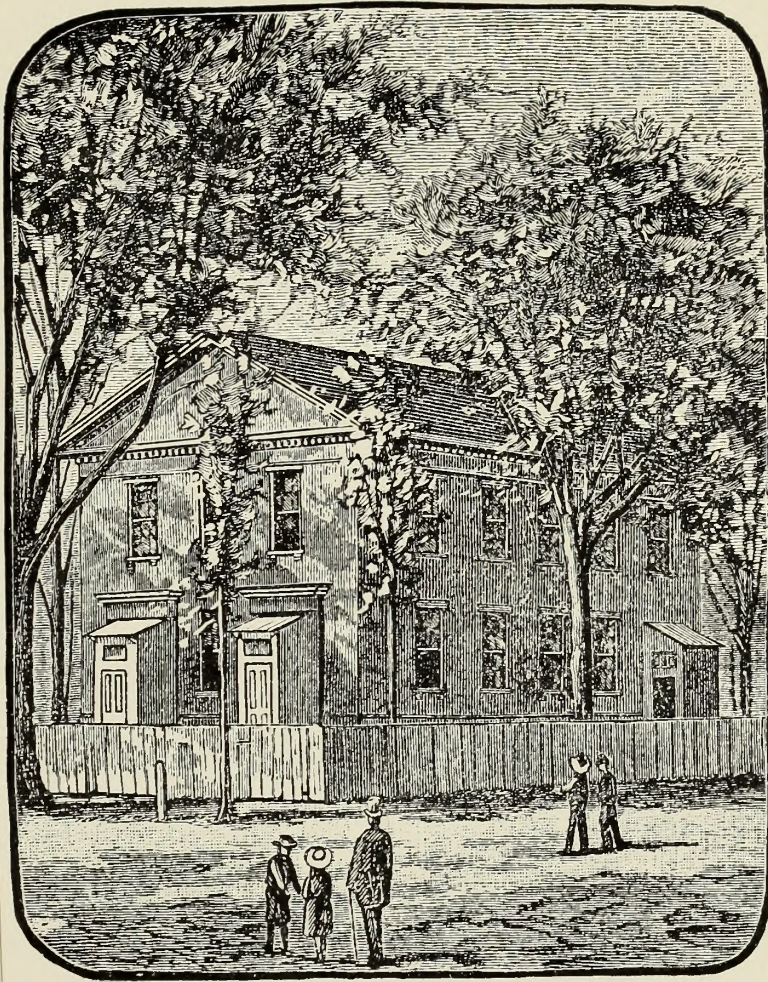
To understand properly what Cambridge has done in the development of the commercial idea in education one must review the growth of the schools of Cambridge; the industrial changes; the change in population which the years have brought about. The subject is at least interesting and at times it is fascinating.

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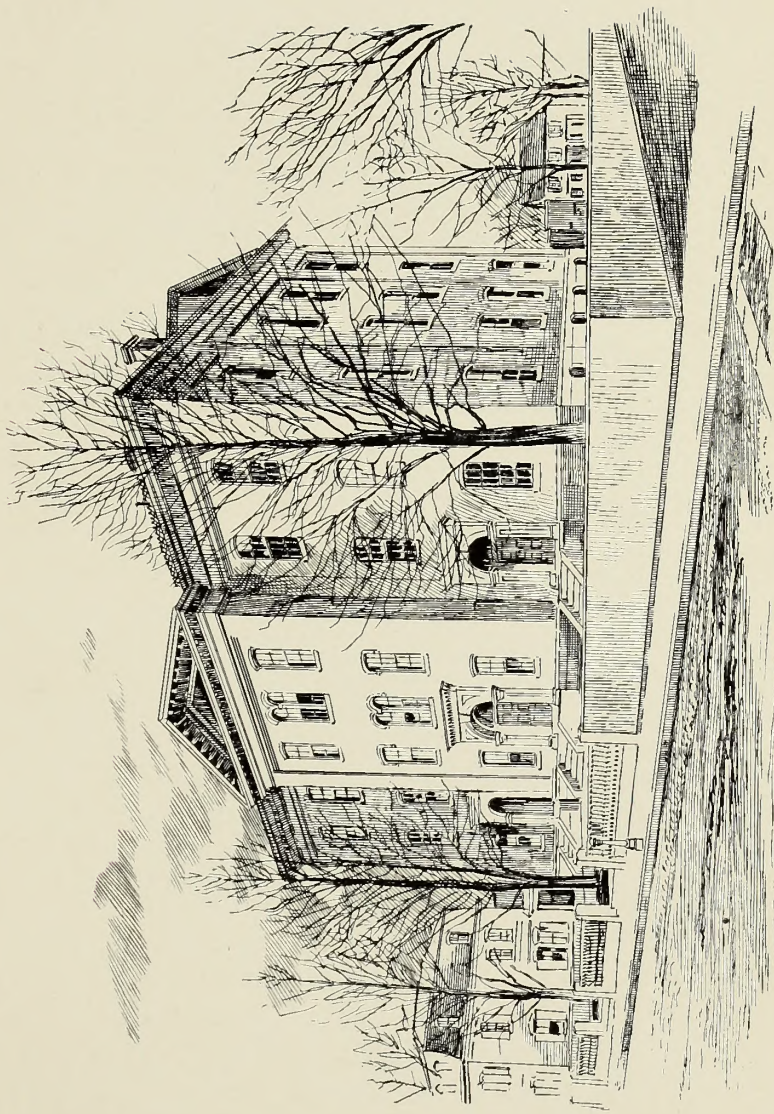
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First High School Building, Cambridge
1838 — 1844



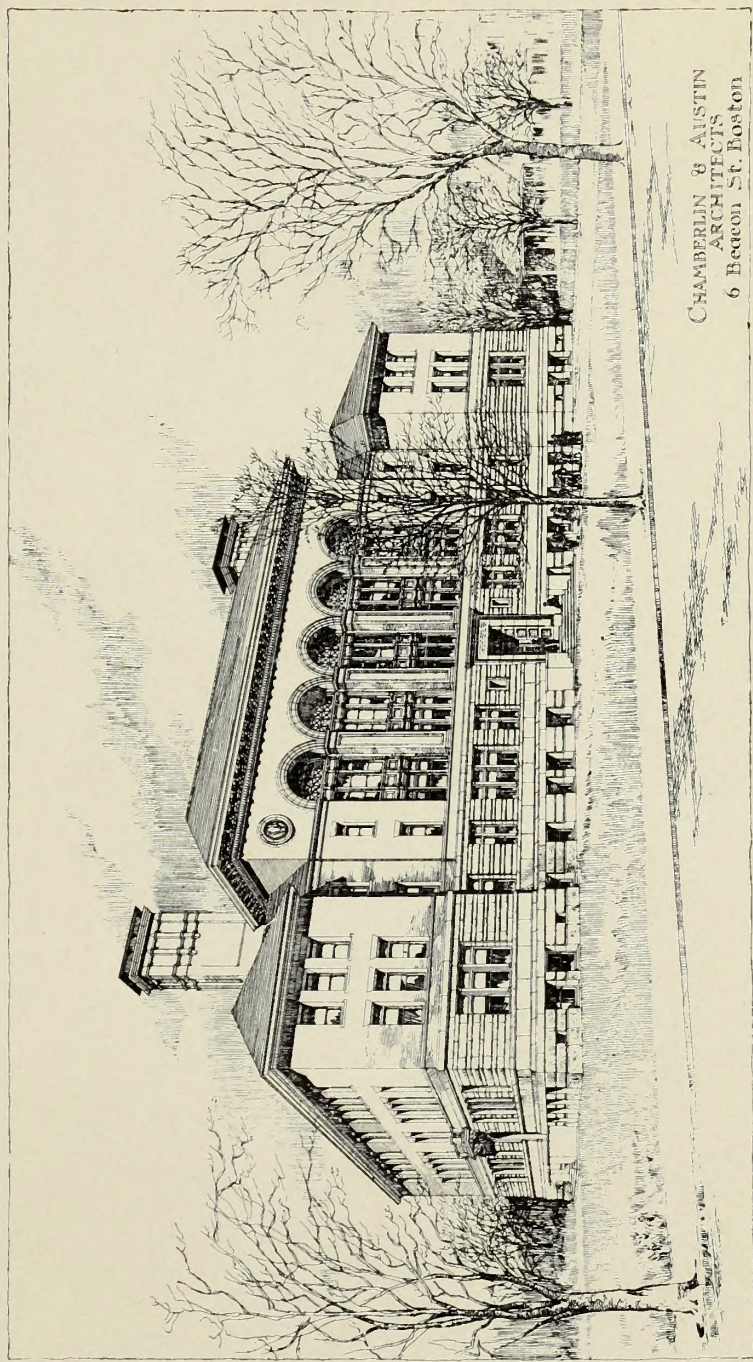
Second High School Building, Cambridge
1848 — 1864



Third High School Building, Cambridge

1864 — 1892

Used for the Latin School, 1892 — 1899



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English High School Building, Cambridge
1892

EARLY EDUCATION

NOTHING TO REPORT

EARLY EDUCATION

The early settlers of Cambridge were possessed of considerable wealth. Wood in his "New England Prospect", written in sixteen hundred and thirty-three (1633), thus describes New Towne: "This is one of the neatest and best compacted towns of New England having many fine structures with many handsome contrived streets. The inhabitants most of them are very rich, and well stored with cattle of all sorts."¹

The Cause of the Early Start of Education

As they had built homes and established themselves comfortably in the New World it was but natural that they should turn their attention to religion--the cause of their leaving their home land. With this purpose in mind, they started the beginnings of education which was for them an expression of religion. To promote this idea the General Court of Massachusetts on October twenty-eight, sixteen hundred and thirty-six (1636), "agreed to give £400 towards a school or college, whereof £200 to be paid the next year, and £200 when the work is finished and for the next Court to appoint where and what building."² There is no evidence that this amount was ever paid.

1--Historic Guide To Cambridge. Page 1

2--Mass. Col. Rec. 1, 183, L. R. Paige's History of Cambridge Page 42

THE EARLY HISTORY OF THE EARLY STATE OF MICHIGAN

The early history of Michigan was a period of discovery and exploration. It was a time when the first European settlers arrived in the state, and when the first European settlements were founded. The early history of Michigan was a period of discovery and exploration. It was a time when the first European settlers arrived in the state, and when the first European settlements were founded.

The early history of the Early State of Michigan was a period of discovery and exploration. It was a time when the first European settlers arrived in the state, and when the first European settlements were founded. The early history of Michigan was a period of discovery and exploration. It was a time when the first European settlers arrived in the state, and when the first European settlements were founded.

In sixteen hundred and forty-three (1643), there was published in London a Tract entitled, "New England's First Fruits". In the second part of the book the author writes in regard to the "Progresse of learning"; "After God had carried us safe to New England, and wee had builded our houses, provided necessaries for our livelihood, rear'd convenient places for God's worship, and settled the Civile Government: One of the next things we longed for, and looked after, was to advance Learning and perpetuate it to posterity; dreading to leave an illiterate Ministry to the Churches, when our present Ministers shall lie in the dust. And as wee were thinking and consulting how to effect this great work; it pleased God to stir up the heart of one Mr. Harvard (a godly gentleman, and a lover of learning, there living amongst us) to give the one halfe of his estate (it being in all about £1700) towards the erecting of a Colledge, and all his Library; after him another gave £300 otheres after them cast in more, and the publique hand of the state added the rest; the Colledge was, by common consent, appointed to be at Cambridge (a place very pleasant and accomodate), and is called (according to the name of the first founder) Harvard Colledge."¹

is known hundred and forty-three (1843), there was
 published in London a tract entitled, "New England's First
 Fruits". In the second part of the book the author writes
 in regard to the "Progress of Learning": "After God had
 settled us here to New England, and we had built our
 houses, provided necessaries for our livelihood, year'd com-
 mendable places for God's worship, and settled the Civil
 Government: one of the next things we thought for, and look-
 ed after, was to advance Learning and perpetuate it to
 posterity; intending to leave an illustrious Ministry to the
 Churches, when our present Ministers shall lie in the dust.
 And as we were thinking and consulting how to effect this
 great work: it pleased God to stir up the heart of one Mr.
 Harvard a Godly Gentleman, and a lover of Learning, there
 living amongst us, to give the one half of his estate (it
 being in all about £1700) toward the erecting of a Col-
 lege, and all his library; after his death gave £200
 others after that sent in more, and the publick hand of the
 State added the rest; the College was, by common consent,
 appointed to be at Cambridge (a place very pleasant and so-
 commodious), and is called (according to the name of the first
 founder) Harvard College."

Latin Grammar Schools

So in this manner, was planted the seed of our present Harvard University. After the starting of this renowned institution, it was necessary that there should be a place where scholars should be taught the rudiments of education. Paige tells us that the first school house was erected in Cambridge before sixteen hundred and forty-three (1643) and was occupied by that "faire Grammar Schoole, for the training up of young Schollars, and fitting of them for Academicall Learning, that still as they be judged ripe, they may be received into the Colledge."¹

Mr. Corlett was the school master and he acquired a reputation for skill and faithfulness. In addition to his English scholars, he prepared several Indians for College. The examiners in a report dated August twenty-three, sixteen hundred and fifty-nine, (1659) said "the Indians in Mr. Corletts schoole were examined oppenly by myselfe att the publicke Commencement; conserning their growth in the knowledge of the lattan tounge; and for their time they gave good satisfaction to myselfe and also to the honored and Reverent Overseers."²

1--Ibid. Page 365

2--Ibid. Page 366. Ply. Col. Rec., x. 217.

Latin American Schools

So in this manner, was placed the seed of our present
Harvard University. After the starting of this movement in
attention, it was necessary that there should be a place
where schools should be taught the principles of education.
Fairs tell us that the first school house was erected in
Cambridge before sixteen hundred and forty-three (1643) and
was occupied by that "Latin American School" for the train-
ing up of young scholars, and fitting of them for Acad-
emical learning, that still as they are today, they
may be received into the College."

Mr. Corbett was the school master and he received a
reputation for skill and faithfulness. In addition to his
English scholars, he prepared several Indians for College.
The excellence in a report dated August twenty-three, six-
teen hundred and fifty-nine (1659) said "the Indians in Mr.
Corbett's school were examined separately by myself and the
publick Government; considering their growth in the
knowledge of the Latin language; and for their time they
gave good satisfaction to myself and also to the honored
and Reverent Synagogue."

Owing to the small number of pupils, the tuition,¹ supplemented by the Hopkins Charity Fund, was not adequate to support Mr. Corlett. Frequently the town had to make up the deficit.

From records of sixteen hundred and forty-eight (1648) we find the following: "It was agreed at a meeting of the whole town, that there should be land sold of the common, for the gratifying of Mr. Corlett for his pains in keeping a school in the town, the sum of ten pounds, if it can be attained; provided it shall not prejudice the cow-common."

Again in sixteen hundred and fifty-four (1654), "The town consented that twenty pounds should be levied upon the inhabitants, and given to Mr. Corlett, for his present encouragement to continue with us."

And as late as sixteen hundred and sixty-eight (1668), "In answer to the petition of Mr. Elijah Corlett, the Court having considered of the petition.....judge meet to grant him five hundred acres of land where he can find it, according to the law." The venerable teacher continued under these hardships and discouragements for over fifty years.

Education had thus a good start in Cambridge. Financial support was irregular and relied on the generosity of in-

Being to the small number of copies, the edition
represented by the Hon. Charles Fox, and not otherwise
to present Mr. Corbett. Presumably the town had to wait on
the deficit.

From records of various hundred and forty-eight (1848) we
find the following: "It was agreed at a meeting of the select
town, that there should be paid out of the treasury, for the
printing of Mr. Corbett for his pains in keeping a school
in the town, the sum of ten pounds, it is so be retained;

provided it shall not prejudice the new-school."
Again in various hundred and fifty-four (1854). "The town
connected that twenty pounds should be paid upon the 1st
of January, and given to Mr. Corbett, for his present en-
agement to continue with us."

And as late as various hundred and fifty-eight (1858). "In
answer to the petition of Mr. William Corbett, the board pay-
ing considered of the petition..... Judge next to give him
five hundred acres of land where he can find it, according to
the law." The various hundred and fifty-eight under these head-
ings and disbursements for over fifty years.

Education had then a good start in Cambridge. Municipal
support was irregular, and relied on the generosity of in-

fluent citizens; but endowments in money and land were very common. The inception of education in this community may be attributed to the fact that settlements were kept well centered for the first generation in order that the people might keep up their religious life and protect themselves from the Indians. The colonists came for religious reasons and believed a vigorous intellectual life necessary to their¹ perpetuity.

First Public Owned School

The first school house known to have been erected stood until seventeen hundred and sixty-nine on a lot of land owned by Henry Dunster, President of the College. The records show that it was erected by public spirited individuals and not by the town. When President Dunster was forced to leave the College and town because of his change of faith in sixteen hundred and fifty-five (1655), he requested the sum of £40 for the school house. After his death, his heirs renewed the claim. In sixteen hundred and sixty (1660), the town "considering the case as it now is circumstances and especially the condition of his relict widow and children, do agree that thirty pounds be levied on the inhabitants of the town, by the selectmen and paid to Mr. Dunster's executors, --and that on condition that they make an absolute deed of sale of the said house and to the town, with a clear acquittance for the² full payment thereof."

After seventeen hundred and sixty-nine (1769), the old grammar school was demolished. A new school house was erected on the southerly side of Garden Street, near Appian Way. This school house was occupied until eighteen hundred and thirty-two (1832) and being no longer of use the building was moved to Brighton Street (now Boylston Street) and converted into a dwelling house. On this site on Garden Street was erected another school called the "Latin Grammar School", until the establishment of a high school in eighteen hundred and thirty-eight (1838). It, then, ceased to be Latin and in eighteen hundred and forty-five (1845) its name was changed to the "Washington School".¹

After seventeen hundred and sixty-nine (1769), the old
grammar school was demolished. A new school house was erect-
ed on the opposite side of Garden Street, next Appleton Way.
This school house was completed until eighteen hundred and
thirty-two (1832) and being no longer of use the building was
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into a dwelling house. On this site the Garden Street was
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in eighteen hundred and forty-five (1845) its name was chang-
ed to the "Washington School".

EFFECTS OF POLITICAL CHANGES

REPRODUCTION OF THE ORIGINAL

EFFECTS OF POLITICAL CHANGES

No printed reports of the town are available for about sixty years although Cambridge had established a printing press some time previous. However, the spread of Revolutionary principles in politics created a new interest in education. The schools, popularly controlled, were more generally patronized than in the preceding period and had a far wider field. Emphasis was laid on the district system. This was shown in Cambridge by the division of the City into sections with each section having its own high school. Accordingly in Ward One the Auburn Schoolhouse erected in eighteen hundred and thirty-eight in School Court, now Farwell Place, was called "The Female High School". It was an outgrowth of the dame schools and in this school all the girls went for high school training. In Ward Two, the Broadway School was built as a High School for the whole town. Today, we have on this site the modern Roberts Grammar School. The School on Otis Street (now the Putnam School) served for the children in Ward Three. (See Map of City of Cambridge). The separation of the Town into three sections with its individual High School was not satisfactory or economic. They had no libraries, no apparatus and were lacking in the number of teachers.

REPORT ON POLITICAL CHANGES

No printed reports of the town are available for about
 fifty years although Cambridge has established a printing
 press some time previous. However, the spread of Revolu-
 tionary principles in politics created a new interest in
 education. The schools, regularly conducted, were more
 generally patronized than in the preceding period and had a
 far wider field. English was laid on the district system.
 This was shown in Cambridge by the division of the City into
 sections with each section having its own high school.
 Accordingly in 1840 the ancient schoolhouse erected in
 eighteen hundred and thirty-eight in School Street, now Fair-
 well Place, was called "The Female High School". It was an
 outgrowth of the same schools and in this school all the
 girls went for high school training. In 1842, the Broad-
 way School was built as a High School for the whole town.
 Today, we have on this site the modern Robert Grammar School.
 The School on Elm Street (now the Grammar School) served for
 the children in Fair Place. (See Map of City of Cambridge).
 The separation of the town into three sections with its re-
 sulting High School was not satisfactory or economical. They
 had no libraries, no apparatus and were lacking in the career
 of teachers.

ADVANCEMENT OF EDUCATION
UNDER CITY GOVERNMENT

STATE OF NEW YORK
DEPARTMENT OF TAXATION

ADVANCEMENT OF EDUCATION UNDER CITY GOVERNMENT

Then a law of the Commonwealth was passed which required the School Committee to give annually a detailed report of the public schools in their towns, "designating improvements and defects in the method or means of education and stating such facts and suggestions in relation thereto, as in their opinion will best promote the interests and increase the usefulness of said schools." Complying with this law the School Committee wrote its reports. The earliest report, dated eighteen hundred and forty-one (1841), gives the number of schools as nineteen, divided by a system of gradation into five classes; viz., Alphabet, Primary, Middle, Grammar and High School.

Centralization of High Schools

The High Schools were united into one Central High School in eighteen hundred and forty-seven (1847). This was one of the first achievements of the newly incorporated City. In eighteen hundred and forty-eight (1848), the High School moved from the Broadway Schoolhouse to a new one on Amory Street (the present Felton Primary School), which was more centrally located. These changes in location of the High Schools were marked by spirited discussions among the three sections of the City. When this question was under discussion members of the City Council of one ward remarked to their associates, "Place

AGREEMENT BY EDUCATION URBAN CITY GOVERNMENT

That a list of the Commission was passed which related the School Committee to give annually a detailed report of the public schools in their town, "describing improvements and defects in the method or means of education and stating such facts and suggestions as related thereto, as in their opinion will best promote the interests and improve the condition of said school." Comparing with this law the School Committee made its report. The earliest report, dated eighteen hundred and forty-seven (1847), gives the number of schools as sixteen, divided by a system of gradation into five classes: viz., Alphabet, Primary, Middle, Grammar and High School.

Centralization of High Schools

The High Schools were united into one Central High School in eighteen hundred and forty-seven (1847). This was one of the first achievements of the newly incorporated City. In eighteen hundred and forty-eight (1848), the High School moved from the Broadway Schoolhouse to a new one on State Street (the present Milton Primary School), which was more centrally located. These changes in location of the High Schools were marked by similar circumstances among the three sections of the City. When this question was under discussion members of the City Council of one ward remarked to their associates, "Place

your High School where you please; we shall make no use of it."¹

Despite such remarks the High School was a leader in its field, "It is intended to finish the work begun in the local schools of different grades, by furnishing a higher education to all the youths of both sexes, who have qualified themselves to pass the examinations, and are desirous to enter upon its studies. This is one of the peculiarities. It is founded on the idea that girls are equally entitled with boys to the benefits of literary and even scientific culture."² Truly the course of study was academic and along cultural lines. This fact is perceived by a perusal of the Course of Study of eighteen hundred and forty-nine (1849).

ENGLISH DEPARTMENT

First Year

First Term: Arithmetic, Language, Geography, History.
 Second Term: Arithmetic, Language, Geography, History.
 Third Term: Algebra, Latin or French, Geography, History.
 Fourth Term: Algebra, Latin or French, Geography, History.

Second Year

First Term: Algebra, Geometry, Latin or French.
 Second Term: Algebra, Geometry, Latin or French.

1--Report of the School Committee of 1892. Page 51.
 2--Report of the School Committee of 1852. Page 113

your High School where you please; we shall make no use of it.

Despite such remarks the High School was a leader in its field. It is intended to finish the work begun in the schools of different grades, by furnishing a higher education to all the youths of both sexes, who have qualified themselves to pass the examination, and are anxious to enter upon the studies. This is one of the specialities. It is founded on the idea that this is usually entitled with regard to the benefits of literacy and even scientific culture. The course of study was academic and along cultural lines. This fact is reflected in a perusal of the course of study of eighteen hundred and forty-nine (1849).

ENGLISH DEPARTMENT

First Year

First Term:	Arithmetic, Language, Geography, History.
Second Term:	Arithmetic, Language, Geography, History.
Third Term:	Algebra, Latin or French, Geography, History.
Fourth Term:	Algebra, Latin or French, Geography, History.

Second Year

First Term:	Algebra, Geometry, Latin or French.
Second Term:	Algebra, Geometry, Latin or French.

1--Report of the School Committee of 1883. Page 5.
2--Report of the School Committee of 1883. Page 113.

Third Term: Natural Philosophy, Trigonometry, Latin or French, Book-keeping.

Fourth Term: Natural Philosophy, Trigonometry, Latin or French, Book-keeping.

Third Year

First Term: Chemistry, Natural Philosophy, Applied Trigonometry.

Second Term: Chemistry, Rhetoric, Moral Philosophy or Natural Theology.

Third Term: Astronomy, Rhetoric, Moral Philosophy or Natural Theology.

Fourth Term: Astronomy, Constitution of the United States, Natural Theology.

Comparing this outline with one two years hence we observe that the division of the school year has been reduced to two terms. For the first year the course of study is regular. Special attention is given to English in the second and third years and for the first time the distinction is truly made between the Classical and English Departments. The following is a reproduction of the studies of eighteen hundred and fifty-one (1851).

Third Term:	Natural Philosophy, Trigonometry, Latin or French, Book-keeping.
Fourth Term:	Natural Philosophy, Trigonometry, Latin or French, Book-keeping.
First Term:	Chemistry, Natural Philosophy, Applied Trigonometry.
Second Term:	Chemistry, Rhetoric, Moral Philosophy or Natural Theology.
Third Term:	Astronomy, Rhetoric, Moral Philosophy or Natural Theology.
Fourth Term:	Astronomy, Constitution of the United States, Natural Theology.

Comparing this outline with one two years hence we observe that the division of the school year has been reduced to two terms. For the first year the course of study is regular. Special attention is given to English in the second and third years and for the first time the distinction is truly made between the Classical and English Departments. The following is a reproduction of the studies of eighteen hundred and fifty-one (1851).

First Year

Second Year

Third Year

1--Cambridge High School. Bradbury & Smith. Page 30-33

ENGLISH DEPARTMENT

First Year

Algebra, Language, Geography, History.

Second Year

First Term: Arithmetic, Geometry, Language, Cleveland's

Composition.

Second Term: Natural Philosophy, Language, Cleveland's

Composition.

Third Year

First Term: Chemistry, Trigonometry, Rhetoric, Moral

Philosophy, English Classics.

Second Term: Astronomy, Constitution of the United States,

Intellectual Philosophy, Logic, Book-keeping.

It would seem that the common schools had felt the in-

fluence of "the academy". These schools were very prominent

in New England and were heavily endowed. They offered a

divided course of study that the grammar schools had aimed to

serve more people. They practiced co-education. They gave an

education for a more varied type of life such as was coming

with the growth of cities and the diversification of interests.

Co-education had been tried and proven. Attention was turned to the arrangement of studies in the High School to accomplish a double purpose. First, to carry forward the English education commenced in the lower schools to a point at which the youth is well prepared to enter as an apprentice on some practical business; and secondly, to give the necessary instruction in the arts and sciences to those preparing for college entrance examinations or if they do not propose to pass through a college course, to acquire such a knowledge of the ancient languages as may be useful to them in studying the mother tongue, or in the general cultivation of taste. We might add as a third aim, to enable those who desire it, to combine parts of the two concurrent systems according to their individual purpose.¹ To accomplish these aims the courses were extended--the English course to four years and the Classical Course to five. The course of study in the English Department in eighteen hundred and fifty-seven (1857) was as follows:

Course of Study 1857

ENGLISH DEPARTMENT

First Year

Latin, Algebra, History, English Classics.

Second Year

Latin, French, Geometry, Arithmetic, English Classics

1--Report of the School Committee of 1852. Page 115

Examination has been held and given. Attention was
turned to the attachment of studies in the High School to
accomplish a double purpose. First, to carry forward the
English education commenced in the lower schools in a point
at which the youth is well prepared to enter as an apprentice
on some practical business; and secondly, to give the student
early acquaintance in the arts and sciences to those preparing
for college entrance examinations or if they do not propose
to pass through a college course, to acquire such a know-
ledge of the ancient languages as may be useful to them in
studying the mother tongue, or in the general cultivation of
taste. We might add as a third aim, to enable those who de-
sire it, to combine parts of the two concurrent systems ac-
cording to their individual purpose. To accomplish these
aims the courses were extended--the English course to four
years and the Classical Course to five. The course of study
in the English Department is slightly modified and fifty-
seven (1887) was as follows:

1887	Course of Study
	ENGLISH DEPARTMENT
	First Year
	Latin, Algebra, History, English Classics.
	Second Year
	Latin, French, Geometry, Arithmetic, English Classics.
	Third Year
	Latin, French, Geometry, Arithmetic, English Classics.
	Fourth Year
	Latin, French, Geometry, Arithmetic, English Classics.
	Fifth Year
	Latin, French, Geometry, Arithmetic, English Classics.

Third Year

Latin, French, Trigonometry, English Classics, Book-keeping, Botany.

Fourth Year

French, Natural Philosophy, Chemistry, Physiology, Astronomy, Physical Geography, English Classics.

By the addition of an other year time was allowed for the studies. For economic reasons, all the pupils could not afford to remain in school but a short time and it was found necessary to broaden and diversify the English course and to introduce more English studies into the earlier years. The school also aimed at character building and the increased enrollment necessitated the codification of requisitions and prohibitions which were as follows:

Requisitions 1850-51

1. Scholars are required to be punctual at school.
2. To scrape their feet on the scraper and to wipe them on every mat they pass over on their way to the school-room.
3. To hang their hats, caps, coats, etc., on the hooks appropriated to them.
4. To take their places on entering the school-room.
5. To make no unnecessary noise within the walls of the school house at any time of day.
6. To walk quietly but promptly from one room to another.
7. To keep their persons, clothes, and shoes clean.
8. To leave the neighborhood of the schoolhouse in a quiet and orderly manner immediately after dismissal.
9. To bring notes for absence, dated and signed by persons authorized to do so, and stating the duration of the absence; also notes for tardiness, and for occasions

Twelfth Year

Latin, French, Trigonometry, English Classics, Book-keeping, Botany.

Eleventh Year

French, Natural Philosophy, Chemistry, Zoology, Astronomy, Physical Geography, English Classics.

By the addition of an extra year time was allowed for the studies. For economic reasons, all the pupils could not afford to remain in school for a short time and it was found necessary to broaden and diversify the English course and to introduce more English studies into the earlier years. The school also aimed at character building and the increased enrollment necessitated the modification of regulations and prohibitions which were as follows:

Regulations 1950-51

1. Scholars are required to be punctual at school.
2. To remove their feet on the carpet and to wipe them on every mat they pass over on their way to the school-room.
3. To hang their hats, coats, etc., on the hooks as prescribed to them.
4. To take their places on entering the school-room.
5. To make no unnecessary noise within the walls of the school house at any time of day.
6. To walk quietly but promptly from one room to another.
7. To keep their persons, clothes, and shoes clean.
8. To leave the neighborhood of the schoolhouse in a quiet and orderly manner immediately after dismissal.
9. To bring notes for absence, dated and signed by persons authorized to do so, and stating the nature of the absence; also notes for tardiness, and for occasional

when pupils are wanted before the regular hour of dismissal.

10. To study lessons at home.
11. To bow on presenting or receiving anything.
12. To stand while speaking to a teacher.
13. To keep all books clean, and the contents of desks neatly arranged.
14. To deposit in desks all books, slates, pencils, rulers, etc., before dismissal, in the manner required.
15. To pick up hats, caps, coats, pens, slips, books, etc., found on the floor, and put them in their appropriate places.
16. To raise the hand as a request to speak across the school room or any recitation room.
17. To put all refuse paper, stumps of pens, etc., in the dust-box.
18. To be accountable for the condition of the floor nearest their own seats.
19. To be particularly vigilant when no teacher is in the school-hall.
20. To promote as far as possible the happiness, comfort, and improvement of others.
21. To follow every classmate while reading, and notice all errors discovered in pronunciation, emphasis, or inflection.
22. To sit erectly against the backs of their chairs during the singing lessons, and to direct their attention to the instructor.

Prohibitions

1. To buy or sell, borrow or lend, give, take, or exchange, anything except fruit or other eatables, without the permission of the teacher.
2. To read any book in school, except from the library, without the master's permission.
3. To have in their possession at school any book without the teacher's knowledge.
4. To throw pens, or anything whatever, on the floor, or out of a window or door.
5. To spit on the floor.
6. To climb on any fence, railing, ladder, etc., about the school house.
7. To mark, cut, scratch, chalk, or otherwise disfigure, injure, or defile any portion of the school house, or anything connected with it.
8. To take out an inkstand or meddle with the contents of another's desk.

- When pupils are seated before the teacher part of the
minutes.
12. To study lessons at home.
13. To show or demonstrate or recite or explain.
14. To stand while speaking to a class.
15. To keep all books clean, and the contents of books ready.
16. To arrange.
17. To respect all books, all notes, all papers, all things.
18. To respect all persons, in the school building.
19. To pick up books, papers, pencils, etc., and put them in their proper place.
20. To be neat in the room, and put things in their proper place.
21. To follow the teacher as a request to speak across the school.
22. To show or any resistance.
23. To put all things away, except at home, etc., in the
school-house.
24. To be responsible for the condition of the school building.
25. To be particularly diligent when no teacher is in the
school-house.
26. To promote as far as possible the happiness, comfort,
and improvement of others.
27. To follow every command while working, and outside all
other things is prohibited, especially, or unless
time.
28. To sit quietly during the lesson or when other things
the school lessons, and to direct their attention to
the instructor.

Prohibition

1. To run or walk, or to be noisy, or to be disrespectful.
2. To speak or to be noisy, or to be disrespectful, without the
permission of the teacher.
3. To read any book in school, except from the library.
4. To have in their possession or to use any book without
the teacher's knowledge.
5. To know, or to say, or to do anything whatever, on the floor, or
out of a window or door.
6. To say or to do anything.
7. To sit on any table, railing, ladder, etc., except the
school house.
8. To walk, or to run, or to be noisy, or to be disrespectful,
in any part of the school house, or
anywhere connected with it.
9. To take out or to throw or to throw away any thing of
another's book.

9. To meddle with ink unnecessarily.
10. To leave the school room at any time without leave.
11. To pass noisily, or upon the run, from one room to another or through the entries.
12. To leave whittlings or other rubbish in the playground, on the sidewalk, or around the school house.
13. To use any profane or indelicate language.
14. To nickname any person.
15. To leave seats for any purpose, but to receive instruction, without permission.
16. To indulge in eating or drinking in school.
17. To go in class, and linger below for play.
18. To throw stones, snowballs, or other missiles about the neighborhood of the school house.
19. To strike, kick, push, or otherwise annoy their associates or others; in fine, to do anything that the law of love forbids, that law which requires us to do to others as we would think it right that they should do to us.

1

These regulations formulated at a very early period of the career of the High School refer to the general conduct and behaviour of pupils. Most of them apply to the children of today as much as they did eighty years ago. Like the youngsters of old, students need reminders every so often. Nature has not changed and children are apt to be careless in some respects unless there is a vigilant and untiring guard over them.

9. To make with the understanding.
10. To leave the school room at any time without leave.
11. To pass freely, or upon the way, from one room to another or through the building.
12. To leave without any other permission to the playground, on the street, or around the school house.
13. To use any words or indecent language.
14. To misbehave any person.
15. To leave seats for any purpose, but to receive instruction, without permission.
16. To interfere in any way with the school.
17. To go in class, and answer before the class.
18. To show disrespect, or other behavior about the neighborhood of the school house.
19. To strike, kick, push, or otherwise annoy their associates or others; in time, to be any kind of law of love or order, that law which requires us to do to others as we would think it right that they should do to us.

These regulations formulated at a very early period of the history of the High School refer to the general conduct and behavior of pupils. Most of them apply to the children of today as much as they did eighty years ago. The character of the students has not changed and children are not to be expected in some respects unless there is a violent and startling change over time.

INDUSTRIAL DEVELOPMENT OF THE CITY

THE NATIONAL GOVERNMENT OF THE U.S.A.

INDUSTRIAL DEVELOPMENT OF CAMBRIDGE

while a civil war of great consequence was raging Cambridge fulfilled the heavy demands imposed upon it by the government. However, at this trying time Cambridge did not forget the youth of its city and at the ceasing of the last gun fire gave the younger generation a new school. After sixteen years the High School moved from its home on Amory Street to more spacious accommodations on Fayette Street. (See Map of City). It was opened on September one, eighteen hundred and sixty-five (1865). It offered a Classical Course, a proper English or High School Course and also a Short Course. At the end of the three years a diploma was awarded for completing the Short Course. The following was the outline pursued:

Complete Course of English Study 1869

First Year

First Term: Bookkeeping, Algebra, Latin, English History, Reading.

Second Term: Algebra, Natural Philosophy, Chemistry, Latin.

Second Year

First Term: Geometry, Chemistry, Natural Philosophy, Latin.

Second Term: Trigonometry, Physiology, Reading, Botany, Latin, Drawing.

Third Year

First Term: Latin, French, English Classics, History of

UNIVERSITY OF CALIFORNIA

While a civil war of great dimensions was raging

and the people of the North were engaged in it by

the Government, however, at this trying time, however

did not forget the youth of the city and at the passing

of the year, and this gave the younger generation a new

school. After sixteen years the school moved from its

home on many streets to more spacious accommodations on

Market Street. The year of 1897, it was again enlarged

but one, eighteen hundred and ninety-five, 1895, it offered

a classical course, a higher grade of English course

and also a Short Course. At the end of the year

the school was again enlarged and the year 1896, it

was again enlarged and the year 1897, it

Complete Course of English Study 1899

First Year

First Term: Rhetoric, Algebra, Latin, English History

Reading

Second Term: Algebra, Natural Philosophy, Chemistry, Latin

Second Year

First Term: Geometry, Chemistry, Natural Philosophy, Latin

Second Term: Trigonometry, Electricity, Reading, Science

Latin, Drawing

Third Year

First Term: Latin, French, English Literature, History of

English Language, Constitution of the United States.

Second Term: French, English Classics, Rhetoric, Latin, Natural Philosophy.

Fourth Year

First Term: Astronomy, French, English Language, English Literature, Modern History, Latin.

Second Term: Arithmetic, French, English Language, Latin.

The Short Course, which was for only three years, omitted Latin and stressed French and Arithmetic.

INDUSTRIAL DEVELOPMENT

The period after the Civil War until eighteen hundred and eighty (1880) was one of Industrial Development. The Irish and Germans had been settling in large numbers due to the Famine in Ireland and the political unrest in northern Europe. These people were given an opportunity to earn a livelihood in the glass works, more commonly known as the "Glass Houses" in the Point, that part of Cambridge known as East Cambridge. The soap industry under the guidance of Curtis Davis, reached a high peak. In the "Cambridge Chronicle", in eighteen hundred and sixty-seven (1867) appeared an article "Curtis Davis on the Adulteration of Soap". This extract, more or less an advertisement, stresses that only highest quality ingredients are used. Therefore, the industry must have been well established

English Language, Composition at the United

States

Second Term: French, English Literature, History, Latin

Scientific Literature

Fourth Year

First Term: Mathematics, French, English Literature, English

Latin, Modern History, Latin

Second Term: Mathematics, French, English Literature, Latin

The Great Books, which was the only other course, was

not Latin and was not a part of the curriculum.

International Development

The period after the Civil War until the late 1800s was

eighty years of the most rapid development. The Irish

and German had been working in large numbers due to the

fact that the Irish and the English were in constant contact.

These people were given an opportunity to see a different

the glass world, and to see how things were in the "Old World" in

the United States. The fact that the English were in the United States

and industry was the evidence of the fact that, in the

late 1800s, in the "Old World", in England, Ireland

and fifty years (1850) appeared on the "Old World" in the

Advancement of the World. This was the case of the

movement, and it was only in the late 1800s that

used. Therefore, the industry was not yet established

and outstandingly progressive, shown by the use of the not yet popular means of selling goods by advertisements. The clay pits of the northern section of the City were being utilized and the New England Brick Company took possession of a small plant there in eighteen hundred and sixty-three (1863). It is common knowledge that during a strike at this factory the French contracted to fill the vacancies. This may or may not be the reason for the settlement of "Little France" in North Cambridge. Its location on the Charles River, which was navigable and deep enough to permit the passage of sea going vessels, fostered the early triangular trade. The practise of exchanging goods brought raw rubber to Cambridge to be converted into the finished product. Factories including the Boston Woven Hose Rubber Co., American Rubber Co., and just outside the northern section of the City, the Hood Rubber Co. Cambridge had a port that was exceptionally adapted to industries and through which raw commodities could be imported and converted into household and manufacturing necessities. In a radius of fifty miles mostly to the north of Cambridge many towns and cities were prospering and this City was an ideal point from which to forward materials received via water. Iron ore was one of the commodities which was found to be transported more cheaply over a long haul of water than to ship directly by rail. Later iron in various forms was sent in this manner. Hence, came into existence Roberts Iron Works

Company, Riverside Boiler Works Inc., Barbour Stockwell Co. Coal, also, was sent cheaper by water than by rail and Cambridge was an ideal center to reship this necessity throughout New England. The byproducts, coke and gas, were essential to the iron and gas companies, respectively. Not only were iron and coal received by water but lumber and sand and other bulky materials. As a result many high grade cabinet makers and furniture companies, such as Doten-Dunton Desk Co., Kaplan Furniture Co., established their factories in Cambridge. Cambridge being accessible to raw materials, the towns and cities of this section of New England, formed a very substantial and profitable market for the products manufactured in Cambridge. Needless to say, these industries were of enormous benefit to the City as they provided employment for larger numbers of men. At this point many relatively small textile factories appeared which employed the women of the household. The additional income to the family purse through the toil of the mother enabled parents to give their children the education which they themselves had been deprived.

The industrial progress was looked upon by the school authorities as a decisive step toward a larger and better city and they recognized the fact that many were destined to pursue an industrial life and that those who entered college would be in the minority. The School Committee Report of eighteen hundred and sixty-eight (1868) expressed their appreciation

of this fact with these words: "Careful regard should at all times be had, in arranging our public school course, to the future destination and future wants of the pupils. The High School is not called upon to rival a college in the extent of its work. It should rather be its ambition to carry out a plain, practical and thorough training; such as shall on the one hand, prepare young men and women with just the kind and amount of knowledge that they will find useful on their entrance into life, while it implants in them a taste for intellectual pursuits, which will inspire them to carry on their own education after school life is over; and, on the other hand, shall furnish a firm and solid foundation to those who pass on to the higher institutions of learning."

Every urge was given to entice pupils to remain in school. Schools were free of charge, except for text books. The curriculum was broadened to include several branches of history, bookkeeping and surveying in addition to the classics. Yet only 13 to 16 per cent remained so as to be fitted to enter High School and but 3 per cent completed and received a diploma from this school.¹

of this fact with these words: "Schools regard school as an
thing he has, is arranging out people school course, to the
their destination and their point of the people. The high
school is not called upon to give a college in the extent of
the work. It should rather be the ambition to carry out a
high, practical and thorough training; such as shall be the
one term, prepare young men and women with the right
amount of knowledge that they will find useful in their
future life. While it is important to have a taste for
various subjects, which will inspire them to carry on
their own education after school life is over; and, on the
other hand, shall furnish a firm and solid foundation for those
who come to the higher institutions of learning."

Every thing was given to enable people to remain in
school. Schools were free of charge, except for text books.
The curriculum was prescribed to include several subjects of
history, bookkeeping and arithmetic in addition to the class-
ics. Yet only 15 to 20 per cent remained to go to the college
to enter high school and but a few went on to the
college a diploma from this school.

HOPKINS FUND

The following is a list of the names of the persons who have contributed to the Hopkins Fund, and the amount of their contribution. The names are arranged in alphabetical order, and the amounts are given in dollars and cents. The total amount of the fund is \$10,000.00.

HOPKINS FUND

The following is a list of the names of the persons who have contributed to the Hopkins Fund, and the amount of their contribution. The names are arranged in alphabetical order, and the amounts are given in dollars and cents. The total amount of the fund is \$10,000.00.

NOTHING TO DO

THE HOPKINS FUND

Nevertheless, the common complaint prevailed that the High School was a classical school. Perhaps, this idea originated from the use of the Hopkins Fund. This impression may be cleared by referring to the School Report of eighteen hundred and seventy (1870), which explains the matter.

".....in 1839, the Legislature authorized the trustees of the charity of Edward Hopkins, who was the second governor of the Connecticut colony, 'to establish in the town of Cambridge a classical school, the main object of which shall be to prepare boys for admission to Harvard University,' and 'to apply one-fourth part of the net income of their funds to the support of said school.' This school was accordingly established. It was provided, however, in the act above referred to, that at any time hereafter, when the school should cease to be supported in said town, the trustees shall annually pay over the said fourth part of the net income of their funds to the treasurer of the town of Cambridge, on condition that the said town of Cambridge shall provide and maintain a school, and perform and comply with the other duties and provisions contained in the next section of this act.' The next sections are as follows: 'The town of Cambridge shall annually apply so much of said income as may at any time hereafter be paid to the treasurer thereof, in pursuance of the preceding section, to the instruction of nine boys in the learning requisite for admission to Harvard University; the said instruction to be furnished in a public school in said town, the instructor of which shall be at all times competent to give such instruction; and said town shall, so long as said income continue to be paid, receive into said school, and admit to all the benefits, privileges, and advantages thereof, free of expense, any number of boys not exceeding nine at any time, who, being properly qualified, shall be selected and presented for admission thereto, by the president to the fellows of Harvard College, and the minister of the First Church in Cambridge, who shall be the visitors of said school for the purpose of seeing that the duties and provisions in this section are duly complied with and performed.' In 1854, the trustees proposed to the City to discontinue the Hopkins School, and, pursuant to the provisions of the statute above recited, to transfer to the City that portion on the income

THE BOWLING GREEN

Nevertheless, the common complaint prevailed that the High School was a classical school. Therefore, this issue of 1915 stated that the use of the English term. This impression may be cleared by referring to the School Report of 1915-16, headed and captioned (1916), which explains the matter.

..... In 1915, the Legislature authorized the transfer of the property of the Bowdoin School, who was the second Governor of the Commonwealth, to establish in the town of Cambridge a classical school, the main object of which shall be to prepare boys for admission to Harvard University, and to apply such funds as the net income of their estate to the support of said school. This school was accordingly established. It was provided, however, in the act above referred to, that as long as the school should continue to be supported in said town, the town shall annually pay over the said fourth part of the net income of their estate to the treasurer of the town of Cambridge, on condition that the said town of Cambridge shall provide and maintain a school, and further and comply with the other duties and provisions contained in the act. The town of Cambridge shall annually pay as much of said income as may at any time hereafter be paid to the treasurer thereof, in payment of the interest on the bonds of the town of Cambridge; the said interest to be paid to the town of Cambridge; the said interest to be paid to the town of Cambridge in a public school in said town, the instructor of which shall be at all times competent to give such instruction; and said town shall so long as said income continues to be paid, receive into said school, and admit to all the benefits, privileges, and advantages thereof, any number of boys not exceeding nine at any time, who being properly qualified, shall be selected and preferred for admission thereto, by the president of the Board of Harvard College, and the minister of the First Church in Cambridge, who shall be the visitors of said school for the purpose of seeing that the duties and provisions in this act are duly complied with and performed. In 1915, the Legislature proposed to the City to discontinue the Bowdoin School, and, pursuant to the provisions of the statute above recited, to transfer to the City that portion of the income

of their fund which had been previously applied to the support of that school; this proposition was accepted by the City, which they thereby assumed the obligations above quoted, and the School Committee of that year immediately acted in fulfillment of those obligations, by appointing a Hopkins classical teacher. It is not for us to pass upon the wisdom of the contract thus entered into by the City, but we do ask those who may be inclined to think our High School too much a classical school, whether it can be less so without a violation of that contract."

This fund is still in existence and each year by a competitive examination in Latin, awards are made to successful candidates.

of their first which had been previously applied to the gov-
ernment of that school; this proposition was accepted by the City,
which then (and) assumed the obligation to be satisfied, and
the School Committee of that year immediately acted in fulfil-
ment of those obligations, by appointing a special class-
teacher. It is not for me to know upon the wisdom of the con-
tract then entered into by the City, but we do know who
may be entitled to enter our High School and such a class-
teacher, whether it can be done without a violation of that
contract."

This case is still in existence and each year by a con-
fictive examination in Latin, Greek and other languages
candidates.

ESTABLISHMENT OF ENGLISH HIGH SCHOOL

REMARKS ON THE HISTORY OF THE

ESTABLISHMENT OF ENGLISH HIGH SCHOOL

The increasing enrollment necessitated an expansion program and many plans were proposed to meet this difficulty. The one upon which action was taken was the separating of the Classical and the English Departments into two separate schools, English and Latin. At a meeting of the School Board in November, eighteen hundred and seventy-four (1874), the Chairman of the High School Committee offered the following resolutions:-

"Resolved, That in view of the present crowded conditions of the High School building, and of the expected increase of the school with the growth of the City, it is advisable that immediate steps be taken for the division of the school into the Classical and English Departments, and for the removal of the Classical Department to a suitable building to be erected in Ward One."

"Resolved, That the Committee on Schoolhouses and Estimates be directed to include the sum necessary for the erection of the proposed building in their estimate for the next municipal year."

But not withstanding the adoption of the resolutions, the new Committee on Schoolhouses and Estimates did not include in their estimate the sum necessary for the proposed building, but recommended an appropriation for the enlargement of the present building. The appropriation requested

at the beginning of the year was not granted; but with the view of obtaining definite information as to the best way of enlarging the building, also as to the cost of the work, the Board, in April, passed the following order:

"That the City Council be requested to ascertain if it is practicable to enlarge the present High School house, in order to accommodate the increased number of scholars."

Separation of English Department
as Independent School

Evidently, the City Council did not hurry for the School remained the same and it was not until nine years later that the schools were made separate units. In eighteen hundred and eighty-six (1886) the English High School became a distinct part of the public school system and was separated from the Classical School. Three hundred and thirty-five, of the five hundred pupils of the old high school, joined the English High School and the remainder stayed in the Latin School.¹

Total

English

Latin

as the building of the year has not been completed; but with the
view of obtaining definite information as to the best way of
rebuilding the building, also as to the cost of the work, the
Board, in April, passed the following resolution:
"That the City Council be requested to authorize it to
authorize to enlarge the present High School house, in order
to accommodate the increase in number of students."

Report of the City Council

on the subject of the

High School, the City Council has not been able to
obtain the same and it was not until after the
the school was closed in 1911. In 1912 the
and high school house, the High School house was dis-
posed of to the public school system and was repaired
the present house. These houses and buildings, at the
the present house of the old high school, since the
High School and the present steps in the High School.

This shows that from the beginning of the English High School the majority of pupils were to become engaged in business and accordingly, more thought should be given to these pupils and less time to the Latin group.

This shows that from the beginning of the English reign
School the majority of pupils were to become engaged in
business and accordingly, more thought should be given to
these pupils and less time to the Latin group.

DEMOCRACY OF SCHOOLS

RECORD OF DEEDS

DEMOCRACY OF SCHOOLS

The high school had maintained its standards in the Commonwealth and was equal to the best endowed academies in its teaching capacity and the proficiency of its scholars, as shown by the college examinations. However, the public high school, then as now, had to consider the majority of its pupils who could not afford to go beyond a grammar school. It must regulate its courses to fit their needs. As a result of this our high school grew more democratic than the academies, and while it encouraged all to seek further training it did not lower its entrance requirements. The qualifications for admission into high school were, in eighteen hundred and eighty-two (1882), an ability to read, write, spell and define well; a good knowledge of English Grammar; a general knowledge of the History of North America; a thorough acquaintance with Geography, with Arithmetic as far as Involution, and, in general, with all the studies required in the lower school. Pupils who had received the diploma of their respective grammar schools were admitted to the high school without examination upon the recommendation of the Committee on Examinations and Promotions. Pupils whose parents or guardians resided elsewhere were allowed to attend the school on payment of a tuition fee of \$50 per annum.¹

REMARKS OF MEMBERS

The high school has maintained its standards in the
last year and was found to be the best school in the
district. The teaching staff and the principal of the school
are shown by the college examinations. However, the public
high school, like all others, has to consider the quality of the
people who could not afford to go to a private school.
It must regulate the standards in its high school. As a result
of this our high school has been found to be the best
in the district. It is encouraged to go on further training in the
college. The standards are maintained. The qualifications for
admission into high school were, in general, higher and better
than in the past. The ability to read, write, and do simple
arithmetic is a good knowledge of English grammar; a general knowledge of the
history of North America; a thorough acquaintance with Geo-
graphy, with the principles of the natural sciences, and, in general,
with all the subjects required in the lower school. People who
had received the diploma of their respective grammar schools
were admitted to the high school without examination. The
recommendation of the Committee on Examinations and Admissions.
People whose parents or guardians resided elsewhere were al-
lowed to attend the school on payment of a tuition fee of \$50 per
year.

Not only must the High School fit the courses to the needs of its pupils but its main responsibility is to fuse the different races, with their contrasted cultures and proclivities into a homogenous nation. It must inculcate toleration and mutual appreciation of others differences. This can only be successfully accomplished in childhood. The number of pupils in private academies began to decrease about this time. The public school, while it did not lose in numbers, showed no noticeable increase as it previously had. This may be attributed to two reasons; depression in business and the establishment of the Parochial School in Cambridgeport.¹

Beginning of Parochial Education

St. Mary's Parochial School opened on September six, eighteen hundred and seventy-five (1875) and included all grades from the beginning of the school course through to high school. From the outset bookkeeping was a part of the curriculum for the boys and girls in the High School. Later, St. Thomas Aquinas College was formed. This was a development of the Boys High School. This College existed until eighteen hundred and ninety-one (1891). Then Boston College High School and soon after Boston College were opened and male students from the Cambridge Parochial Schools were transferred to these Boston Schools. In eighteen hundred and ninety-one (1891), the High School, exclusively for girls,

Not only must the High School be the center of the
 work of the pupils but the main responsibility is to have
 the different phases, with their connected subjects and pro-
 ductions into a homogeneous whole. It must inevitably follow
 that the natural aggregation of various circumstances, this can
 only be successfully accomplished in a high school. The number
 of pupils in private schools began to decrease about this
 time. The public school, while it did not lose its position,
 showed no noticeable decrease as it previously had. This may
 be attributed to the reason; education is becoming more the
 entitlement of the individual school in Cambridgeport.

Beginning of Parochial Education

St. Mary's Parochial School opened on September 1st,
 eighteen hundred and twenty-five (1825) and included all
 grades from the beginning of the school course through to
 high school. From the outset bookkeeping was a part of the
 curriculum for the boys and girls in the High School. Later
 St. Thomas Aquinas College was formed. This was a develop-
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 High School and soon after Boston College was opened and
 this continued from the Cambridge Parochial School were trans-
 ferred to these Boston Schools. In eighteen hundred and
 thirty-one (1831), the High School, exclusively for girls,

stenography and typewriting were instituted but were abandoned at the close of the year because of lack of popular support. The curriculum, generally, followed the courses of the public schools. Before passing, tribute must be paid to Father Scully. No history of Cambridge schools is complete without mention of his name. He was a dominant character, a leader in more ways than one and as some one has justly said, "He was a man whose ideas were fifty years ahead of his time."

stereography and typewriting were exhibited but were abandoned
as the show of the year because of lack of popular appeal.
The exhibition, generally, followed the course of the public
schools. Before passing, visitors must be paid to enter
freely. No history of American schools is complete without
mention of his case. He was a prominent character, a leader in
some ways than any and no one has been able to say
a man whose ideas were fifty years ahead of his time.

W. H. B. 1000 1000 1000 1000

BIRTH OF COMMERCIAL EDUCATION

All proponents of education at this time were commenting on the inadequacy of the schools for the majority. Efforts had been made to adjust this fault by the adopting of the English Course, by the shortening of this course to three years and by reducing even this phase of study to two years called the "Shorter Course of English Study", so that more boys would stay in school and that they would obtain further education.

Proposal to Create a New Commercial Course

At this time it was advocated that the Felton School, the school formerly occupied by the High School, be used for a "Commercial School". Here special attention was to be given for two years to train pupils to become workers. The course of study was to include the practical applications of arithmetic; bookkeeping; reading; a daily instead of a weekly exercise; writing; a weekly not a monthly performance; civics and history; mechanics; surveying; French and German. It was thought probable that all who entered would complete this course. The only claim that pupils, who had not finished the required two years course, could make was that they "had¹ been in the High School."

SIXTH OF COMMERCIAL EDUCATION

All proposals of education at this time were based on the inadequacy of the schools for the majority. There had been made to adjust this limit by the stopping of the first course, by the shortening of this course to three years and by reducing even this phase of study to two years called the "Shorter Course of English Study", so that more boys would stay in school and that they would obtain further education.

Proposal to Create a New Commercial Course

At this time it was advocated that the High School, the school formerly occupied by the High School, be used for a "Commercial School". Here special attention was to be given for two years to their pupils to become workers. The course of study was to include the practical application of arithmetic; bookkeeping; reading; a daily lesson of a weekly exercise; writing; a weekly not a monthly performance; civics and history; mechanics; surveying; French and German. It was thought probable that all the entered would complete this course. The only aim that pupils, who had not completed the regular two years course, would make was that they "had been in the High School."

Realization of Industrial Education

The need of industrial education was realized. In September eighteen hundred and eighty-eight (1888), the "Cambridge Manual Training School for Boys" founded by Mr. Frederick H. Rindge, was opened. From School Report of eighteen hundred and ninety-two (1892), page 83, we find the following: "It is managed by a board of trustees. The land, buildings and equipment are the gift of Mr. Rindge and the current expenses of the school are paid by him. At the end of ten years he promised to give the school to the City. Its advantages are offered free of charge to Cambridge boys who enter the English High School. The relations of the English High School and the Manual Training School are novel and delicate. One is public, the other is private. The pupils who take the Manual Training Course divide their time between the two schools."

The English High School again moved to its present site on Broadway, between Ellery and Trowbridge Street, (Refer to Map of City), on February twelve, eighteen hundred and ninety-two (1892). The generosity of Mr. Rindge^I was responsible for this change. Hitherto, the English High School had a commercial course of two years. Now it was extended to four years. The first two years were to be what they had been. During the last two years attention was to be given to those subjects advantageous to business; such as history, civics,

History of Industrial Education

The need of industrial education was realized in September eighteen hundred and eighty-eight (1888), the "Cambridge Manual Training School for Boys" founded by Mr. Frederick H. Bridge, was opened. From School Report of eighteen hundred and ninety-two (1892), page 85, we find the following: "It is managed by a board of trustees. The land, buildings and equipment are the gift of Mr. Bridge and the contract expenses of the school are paid by him. At the end of ten years he promised to give the school to the City. Its advantages are offered free of charge to Cambridge boys who enter the English High School. The relations of the English High School and the Manual Training School are novel and delicate. One is public, the other is private. The pupils who take the Manual Training Course divide their time between the two schools."

The English High School again moved to its present site on Broadway, between Hilyer and Cambridge Street, (later to Map of City), on February twenty, eighteen hundred and ninety-two (1892). The generosity of Mr. Bridge was responsible for this change. Hitherto, the English High School had a commercial course of two years. Now it was extended to four years. The first two years were to be what they had been. During the last two years attention was to be given to those subjects advantageous to business; such as history, civics,

political economy, business methods, bookkeeping, stenography and typewriting.

In eighteen hundred and ninety-nine (1899), the City took over the Manual Training School for Boys, given by Mr. Rindge. The School Committee voted that it would be a separate school, with its own staff of teachers, and its own head master and that it would be conducted on the methods and principles which it had followed in the past. The transfer has brought to the City, free of charge, a perfect plant and a trained and well organized staff of teachers. It seems appropriate at this time to print the following letters which show the purpose of Mr. Rindge in making the gift.

Letter of Mr. Rindge Announcing This Gift:--

Los Angeles, Cal., Nov. 3, 1887.

Hon. Wm. E. Russell:-
Dear Sir:

It would make me happy to give the City of Cambridge, provided no considerable misfortune happens to my property within two years from date, three gifts which are described herein:-

First, A worthy site for a high school building.....

Second, A city hall.....

Third, An industrial school building, ready for use with a site for the same in the immediate neighborhood of the public library common, provided the following inscription in metal or stone letters be placed on the outside of said building and over its main entrance door: "Work is one of our greatest

political economy, business methods, bookkeeping, stenography and typewriting.

In addition to the above mentioned subjects, the City took over the Manual Training School for Boys, given by Mr. Bridge. The School Committee voted that it would be a happy rate school, with its own staff of teachers, and its own head master and that it would be connected to the schools and principals which it had followed in the past. The Committee has brought to the City, time of change, a perfect plan and a trial and will organized staff of teachers. It seems appropriate at this time to point the following letters which show the purpose of Mr. Bridge in making the City.

Letter of Mr. Bridge accompanying this letter:-

Los Angeles, Cal., Nov. 3, 1927.

Hon. Wm. E. Russell:-
Dear Sir:

It would make me happy to give the City of Commerce, provided no considerable alterations happen to my property within two years from date, three lots which are described herein:-
First, A water site for a high school building.
Second, A site for a high school building.
Third, An industrial school building, ready for use with a site for the same in the immediate neighborhood of the public library annex, provided the following description is noted or some letters be placed on the outside of said building and over the main entrance door: "Work is one of our greatest

blessings; every one should have an honest occupation."

Frederick H. Rindge

Mr. Rindge maintained the school for a longer period than he at first intended, as will be seen by the date of the following letter:-

Boston, July 12, 1898.

Honorable Alvin F. Sortwell, Mayor of Cambridge:-
My Dear Sir:

In accordance with my intention hitherto declared to the City of Cambridge, I believe it is now wisdom for me to consider the advisability of deeding the plant and of turning over the support of the Manual Training School for Boys to the City of Cambridge. And, to that end I now write to say that, no misfortune occurring, it is my purpose to postpone such action until December 31, 1898, when said transfer of plant and support will probably be made.

Frederick H. Rindge.

This letter accompanied the papers of conveyance:-

Santa Monica, California,
December 21, 1898.

To His Honor the Mayor of Cambridge, Massachusetts:-
Sir:

It is with pleasure that I now execute a promise made about ten years ago to my native city. The accompanying conveyances give to Cambridge the land, buildings and equipment of the Manual Training School.

Rejoicing in the blessings it has been to so many families in the past, I rejoice still more in the thought of the long

Winnipeg; every one should have an honest conviction.

Frederick E. Hodge

Mr. Hodge maintains the school for a longer period
than he at first intended, as will be seen by the date of the
following letter:-

Winnipeg, July 12, 1898.

Honorable John E. Hartwell, Mayor of Cambridge:-
My Dear Sir:

In accordance with my intention I have decided to leave
the City of Cambridge. I believe it is now wisest for me to con-
sider the advisability of leaving the place and of leaving
over the property of the Manual Training School for the City of
Cambridge. And, so that and a new wife to say
that, no further business, it is my purpose to leave
with my family on December 31, 1898, when said transfer of
right and support will probably be made.

Frederick E. Hodge.

This letter accompanied the papers of conveyance:-

Sanita Morris, Cambridge,
December 31, 1898.

To His Honor the Mayor of Cambridge, Massachusetts:-
Sir:

It is with pleasure that I now execute a promise made about
ten years ago to my native city. The accompanying conveyance
give to Cambridge the land, buildings and equipment of the
Manual Training School.

Referring to the business it has been so many families
in the past, I rejoice still more in the thought of the future.

line of blessings it will bestow, under the City's fostering care, in the future.

I have the honor to remain, with respect and regard,

Frederick H. Rindge.

On the reception of the above letter the School Committee voted that the "Cambridge Manual Training School for Boys" be known hereafter as the "Rindge Manual Training School", and that the following minute be erected on the records of the School Committee:-

"On assuming the administration of the Rindge Manual Training School, the school committee of Cambridge desire to record its appreciation of the value to the City of Cambridge of the school, and to express the gratitude of the citizens to the donor, whose name the school will hereafter bear."¹

like of himself, it will be seen, under the City's banner -
the name, in the future.

I have the honor to remain, with respect and regards,

Frederick H. Kings.

On the receipt of the above letter the School Committee
has voted that the "Cambridge Manual Training School for Boys"
be known hereafter as the "Bridge Manual Training School", and
that the following minute be read on the records of the

School Committee:-

"In endorsing the administration of the Bridge Manual Training
School, the school committee of Cambridge desire to record
the appreciation of the value to the City of Cambridge of the
school, and to express the gratitude of the citizens to the
donor, whose name the school will hereafter bear."

Mr. Frederick H. Rindge, a former citizen of Cambridge, evidently with an adventurous streak in his blood, went west to seek his luck prospecting. He was successful and after many years returned to his native city wealthy but unknown.

Wishing to beautify the city, ^{to} give educational opportunities of which he himself had been deprived, he gave the site of the present City Hall, Public Library, English High School and Rindge Manual Training School for Boys.

Mr. Frederick E. Hodge, a former editor of the
evidently with an adventurous spirit in his blood, went west
to seek his luck prospecting. He was accompanied and after
many years returned to his native city wealthy and unknown.

Wishing to benefit the city, give educational oppor-
tunities of which he himself had been deprived, he gave the
site of the present City Hall, Public Library, High
School and Hodge Manual Training School for boys.

DEVELOPMENT OF COMMERCIAL EDUCATION

THE UNIVERSITY OF CHICAGO

DEVELOPMENT OF COMMERCIAL EDUCATION

In the last year of the century a new impetus was given to commercial education. This was the first time that this course received considerable attention. This was partly due to the wide-spread and prevailing tendency towards industrial life. The following recommendations of the Committee on High School were adopted June sixteen, eighteen hundred and ninety-eight (1898):

1. That the commercial course in the English High School hereafter extend over four years.
2. That in the first year of the commercial course in the High School the pupil pursue the same studies as those in the general course, with the exception of Latin.
3. That pupils in the general course, in the first year may substitute a modern language for Latin.
4. That the High School Committee be instructed to frame the details of a four year's commercial course, and to make such changes in the curriculum of the general course in the direction of greater freedom of choice in studies as they think expedient.
5. That pupils who have already entered on the first year of the commercial course as now arranged shall have the opportunity of continuing the second year's studies of that course

Thus commercial education had its real inception with

DEVELOPMENT OF COMMERCIAL EDUCATION

In the last year of the century a new impulse was given to commercial education. This was the first time that this course received considerable attention. This was mainly due to the widespread and prevailing feeling towards industrial life. The following recommendations of the Committee on High School were adopted June eleven, eighteen hundred and ninety-eight (1898):

1. That the commercial course in the English High School be after extended over four years.
2. That in the first year of the commercial course in the High School the pupil receive the same studies as those in the general course, with the exception of Latin.
3. That pupils in the general course, in the third year may substitute a modern language for Latin.
4. That the High School Committee be instructed to frame the details of a four year's commercial course, and to make such changes in the curriculum of the general course in the direction of greater freedom of choice in studies as they think expedient.
5. That pupils who have already entered in the first year of the commercial course be now arranged shall have the opportunity of continuing the second year's studies of that course.

Thus commercial education had its real inception with

the turning of the century. It emphasized commercial and industrial education in contradistinction to which law the previous century stressed classical erudition.

The Commercial Course offered in nineteen hundred and four (1904), covered the topics which are usually found in commercial divisions and were taught in a formal manner so that those who wished to substitute Astronomy or Geometry might qualify for college entrance. It is apparent that the commercial course had not been divorced from the classical theory that all High School subjects were not purely cultural. It bears out the idea that even commercial courses must have cultural aspects and are not designed merely for practical use. Theoretically, the course as offered, then, was fundamentally sound but it was taught from a classical rather than a practical view point which lessened its practical value.

Reluctantly, commercial courses were added to the High School curriculum. Teachers were secured from the only source known, the private commercial school. They lacked educational background, pedagogical training and the comprehension to adapt the course to local vocational needs. Teachers were groping around in an attempt to formulate a course of study that would be workable and practical and at the same time hold the interest of the students and serve their needs. The

the turning of the century. It emphasized commercial and technical education in contrast to the liberal education of the previous century stressed classical education.

The Commercial Course offered in 1860 was limited and (1864) covered the topics which are usually found in commercial divisions and were taught in a formal manner so that those who wished to substitute Anatomy or Chemistry might qualify for college entrance. It is apparent that the commercial courses had not been divorced from the classical theory that all high school subjects were not purely scientific. It bears out the idea that even commercial courses must have practical aspects and are not designed merely for practical use. Theoretically, the course was offered, then, was fundamentally sound but it was taught from a classical rather than a practical viewpoint which lessened its practical value.

Unfortunately, commercial courses were added to the high school curriculum. Teachers were recruited from the only source known, the private commercial school. They lacked education and background, pedagogical training and the comprehension to adapt the course to local vocational needs. Teachers were groping around in an attempt to formulate a course of study that would be workable and practical and at the same time hold the interest of the students and serve their needs. The

COMMERCIAL COURSE -1904

First Year

English (including spelling), French, English History, Physiology, Algebra, and Drawing.

Second Year

English (including spelling), French, Bookkeeping, Commercial Forms, and Commercial Arithmetic, and Physics.

Third Year

English, Geometry or History of Greece and Rome, Chemistry 3 and Botany 2, or German, Stenography and Typewriting.

Fourth Year

English, United States History, Descriptive Economics, Commercial History and Geography, Civics 3 and Astronomy or Stenography and Typewriting 2, or German.

COMPARATIVE COURSE - 1912

First Year

English (including spelling), French, English History.

Physiology, Algebra, and Geometry.

Second Year

English (including spelling), French, Bookkeeping, Commercial

Principles, and Commercial Arithmetic, and Algebra.

Third Year

English, Geography or History of Science and Nature, Chemistry

and Botany, or German, Literature and Typewriting.

Fourth Year

English, United States History, Descriptive Geography, German

and History and Geography, Civics and Art, or Science of

Industry and Typewriting, or German.

course preparatory for the scientific schools was eliminated in the High School as it was a duplicate of the course given at the Rindge Manual Training School. In this way the commercial course was enlarged and enriched. Bookkeeping and business correspondence were added in the first year; advanced bookkeeping in the second year; commercial law in the third; shorthand in the two upper classes and typewriting in the second, third, and graduating classes.¹ At this point it is well to note the incorporation of Spanish in the realm of education for business. This addition to the curriculum besides being an important access to business also had a cultural affect.

Popularity of Commercial Course

Over a ten year period we find that the commercial course has become more practical, aiming to present from its earliest start the subjects which will later be expanded through the four years rather than to offer a little of the classical and general courses combined, garnished by one or two real practical subjects such as bookkeeping or typewriting. The popularity of the commercial course was shown by the large number of pupils who took this course. In the Freshman Class of 250 pupils, 188, or 75 per cent, elected the commercial course. This was a larger proportion than either in the general or domestic science course.²

1--Report of the School Committee of 1906 Page 36

2--Report of the School Committee of 1906 Page 38

COMMERCIAL COURSE--Required Subjects

1911
First Year

A

English, Penmanship, Bookkeeping, Algebra or Spanish or French or German.

B

English, Penmanship, Business Correspondence, Algebra or Spanish or French or German.

Second Year

A

English, Penmanship, Bookkeeping and Office Practice, Commercial Geography, Spanish or French or German.

B

English, Penmanship, Bookkeeping and Office Practice, Commercial Geography, Spanish or French or German.

Third Year

A

English, Commercial Arithmetic, Penmanship.

B

English, Commercial Arithmetic, Penmanship.

Fourth Year

A

English, United States History and Civics, Accounting and Business Methods or Shorthand II and Typewriting.

B

English, United States History and Civics, Accounting and Business Methods or Shorthand II and Typewriting

The popularity of the commercial course was contagious and the following year Rindge made this course part of its curriculum. It was almost as successful as in the High School. Boys who had shown little aptitude in other subjects entered into this new work with enthusiasm. Out of a class of 177 boys at Rindge, 52, or 29 per cent,¹ selected the commercial course. It did not live up to its early promise and after a trial of four years was discontinued. Rindge truly became now a vocational school and since that time has devoted its courses to the mechanic arts and preparation for technical institutions.

Unification of English and Latin Schools

Although the commercial course proved to be a disappointment at Rindge after the first enthusiasm was quenched, it more than maintained its popularity in the English High. It grew so steadily that in nineteen hundred and ten (1910) the two schools, Latin and English High, were absorbed as one unit. Cambridge had progressed much further than it suspected in that it had a comprehensive high school. Today, educational leaders are advocating junior high schools and comprehensive senior high schools. Cambridge, however, did this for no other reason than an economic one. The two schools are close together and it was thought that the government and administration could be conducted by one head master. Departments of instruction could be better organized and would

The popularity of the commercial course was indicated
at the following year. It was almost as successful as in the first year.
The boys who had shown little interest in other subjects entered
into this new work with enthusiasm. Out of a class of 127
boys at Bridge, 12, or 25 per cent, neglected the commercial
course. It did not live up to its early promise and after a
trial of four years was discontinued. The boys truly became
new a vocational school and since that time has devoted its
courses to the mechanical arts and preparation for technical
education.

Unification of English and Latin Schools

Although the commercial course proved to be a disappointment
next at Bridge after the first enthusiasm was quenched, it
was then maintained the popularity in the English High. It
gave no credit that in fifteen hundred and ten (1910) the
two schools, Latin and English High, were absorbed as one
unit. Cambridge had progressed much farther than it suggested
in that it had a comprehensive high school. Today, advocates
of leaders are advocating joining high schools and unification
five better high schools. Cambridge, however, did this for
no other reason than an economic one. The two schools are
close together and it was thought that the government and ad-
ministration could be conducted by one head master. Repor-
ments of instruction could be better organized and would

avoid the duplication of departments. All this would reduce the running expenses. But the merging was not accomplished without a bitter strife. There was deep-rooted prejudice both on the part of the school authorities and the public against commercial courses. Parents refused to send their children to the English High School because a stigma seemed to be placed on them in the community. Teachers too were included in this unwholesome comparison. Pupils in the Latin School assumed claims of superiority and social distinction. That this feeling was rife is shown by the Superintendent's Report of that year, nineteen hundred and ten. "The schools are not only for the children but they are for all of the children and should offer equal opportunities to all.....A school system should be as careful in its plans and as generous in its provisions for the preparation of some pupils for business or mechanical occupations as it is for the preparation of others for college.....Each student is entitled to the best service the school can render him, regardless of his present condition or his future prospects. There should be no favored classes and no favored schools. The work in the several schools may differ somewhat to meet the varying conditions, but a school not good enough for every district of the city is not good enough for any district.....The public schools must always be democratic in spirit and in effort, encouraging

avoid the duplication of departments. All this would reduce the running expenses. But the saving was not accomplished without a bitter strife. There was deep-seated prejudice both on the part of the school authorities and the public against commercial courses. Parents refused to send their children to the English High School because a slight chance to be placed on their feet in the community. Teachers too were included in this unwholesome commotion. Finally in the latter school assumed claims of superiority and social distinction. That this feeling was also shown by the Superintendent's report of that year, classes numbered and the "The schools are not only for the children but they are for all of the children and should offer equal opportunity to all..... A school system should be as certain in its plans and as generous in its provisions for the preparation of some pupils for business or technical occupations as it is for the preparation of others for religious..... Each student is entitled to the best service the school can render him, regardless of his present condition or his future prospects. There should be no favored classes and no favored schools. The work in the several schools may differ somewhat to meet the varying conditions, but a school too good enough for every district or the city is not good enough for any district..... The public schools must always be cooperative in spirit and in effort, encouraging

neither class distinctions nor social differences-----

The efficiency of a school system must be a living organism always growing and developing to meet the needs of the everlasting social and industrial conditions of the community. An excellent school for one generation is usually not well adapted to the next.....That education is best which best prepares young men and women to put most into life, and to get most out of it, which enables them most completely to discover and develop their latent powers."

whether these distinctions are not social distinctions-----
The efficiency of a school system must be a living organ-
ism always growing and developing to meet the needs of the
everlasting social and intellectual conditions of the con-
temp. An excellent school for one generation is badly
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life, and to get most out of it, which enables them most
completely to discover and develop their latent powers.

GROWTH OF COMMERCIAL EDUCATION

NOTHING OF INTEREST TO REPORT

GROWTH OF COMMERCIAL EDUCATION

Function of Business Schools

Private individuals realized before public educators that a new era was at hand in which commercial education could be made a profitable business. They foresaw that the success of their enterprise depended on their ability to give their students adequate preparation so that they would be in demand and qualified for a specific job. More often than not, these private institutions, which were run for monetary gain, had contacts which enabled them to guarantee positions to graduates. Their greatest contribution is that they filled a great national need in education, namely, that of training young people for a position. Their existence is a reflection on our public school system of education which has always been slow to take up any new ideas. Surely the omen and the institutions which were outstandingly important in Cambridge at this time deserve commendation and consideration.

The Prospect Union

The Prospect Union was organized and endowed by Harvard men in the belief that education should be transmitted by those who were privileged to those less fortunate, and that it should be a means of fostering a better understanding between the two groups--students and laborers. The Union was a pioneer in the field of evening instruction and in nineteen hundred and ten (1910) there were 500 members enrolled.

GROWTH OF COMMERCIAL EDUCATION

Practical or Technical Education

Private individuals realized before public education that a new era was at hand in which commercial education would be made a profitable business. They therefore first gave prominence to their enterprises dependent on their ability to give their students adequate preparation so that they would be in demand and qualified for a specific job. More often than not, these private institutions, which were run for pecuniary gain, had contracts which enabled them to guarantee positions to graduates. Their greatest contribution is that they filled a great national need in education, namely, that of training young people for a position. Their existence is a testimony on our public school system of education which has always been slow to take up any new issue. Finally the commercial institutions which were outstandingly important in the history of this time deserve commendation and consideration.

The Progress Union

The Progress Union was organized and endorsed by Harvard men in the belief that education should be transmitted by those who were privileged to those less fortunate, and that it should be a means of fostering a better understanding between the two groups--students and laborers. The Union was a pioneer in the field of evening instruction and in this case numbered and two (1910) there were 60 members enrolled.

These included serious minded people who had graduated from grammar school or who had attended high school and who wished to further supplement their education by special courses adapted to their particular work. Thus, we find in nineteen hundred and thirteen (1913) a course of study to satisfy every seeker after education. This course included Business English--reading and spelling; Languages--German, French, Latin, Spanish, Italian and Swedish; Mathematics--arithmetic, geometry and algebra; Science--physics, electricity, chemistry and drawing. In addition were offered commercial subjects in preparation for civil service. These included penmanship, bookkeeping, commercial law, business arithmetic, shorthand and typewriting. Because it was privately endowed, it had no immediate economic need, it could serve the individual better than the business schools which are highly commercialized. Unlike schools of this latter type, it gave no guarantee of a position at the close of its term.

As other agencies entered into this work and were better equipped and more adequately endowed, such as, the Evening Classes maintained by the City, University Extension Courses, and Technical Schools (the Wentworth Institute, Lowell Institute, and the Franklin Union) the Prospect Union found it had served its usefulness in this capacity and shifted its plans to a new undertaking. It has become an exchange where interested workers may find data concerning courses, costs and conditions in some 300 organizations in and near Cambridge. ¹

1--The Prospect Union, Its Past & Future--Professor Peabody
Harvard Alumni Bulletin--September 27, 1923

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The Prospect Union, its last & future--Prospect Academy
Library Annual Bulletin--September 27, 1923

Young Men's Christian Association

A few years later the Young Men's Christian Association followed the same line of endeavor as the Prospect Union. They, also, gave unit courses. Open to the public at a nominal fee, at the present time, in this institution, are such subjects as salesmanship, English, civil service courses, mathematics for mechanics, and citizenship. In the past stenography, typewriting and accounting have been given but have been discontinued because of the lack of popular demand. Under this organization, sloyd work was first given in the City of Cambridge. As we know, small private schools have an opportunity to experiment educationally and if their ideas are carried out successfully they are then incorporated into the curriculum of the public school system. So it was that the course in sloyd work meeting with success and approval as given by the Young Men's Christian Association was soon included as part of the industrial curriculum.

Fisher Business College

According to the head of the Fisher Business College, the following answers give the report of their former school in Cambridge.

One. Where and Why was Fisher College Established?

It was established in 1915. Mr. M. C. Fisher bought out what was then known as the Cambridge Commercial College. Its place of business was over the Cambridgeport Savings Bank in Central Square. At that time it had about twenty students. A private business institution is run for

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the purpose of giving vocational training, and at the same time to help towards the earning of an honest living. That was the reason for the establishment of this school. It might also be mentioned that Mr. Fisher felt that Cambridge was an active, forward-looking City, and as he desired to branch out, Cambridge was considered an advantageous location.

Two. Courses offered:

- 1..Stenographic
- 2..Bookkeeping and Accounting
- 3..Civil Service
- 4..Secretarial Training
- 5..Complete Business

The length of these courses varied from nine months to two years.

Three. The average enrollment varied from year to year. When the school was first taken over it was quite small, yet after two years of work, the enrollment had increased considerable. Taking an average for the ten years the school was in operation I should say the average was about 150.

Four. The school lived in Cambridge from 1915 to 1925.

Five. Why did it move?

There were two reasons. The first was centralization. The second was because our building burned to the ground, and there was not another satisfactory location in the immediate vicinity. The school could not wait the new building which later went up, and so it was taken over or absorbed by our in-town school.

Six. The greatest activity in enrollment came after the war. Our school was extremely active, having about 150 Federal Boys who were sent to that school under the Rehabilitation Program of our Government. These, together with our regular students took two complete floors.

Seven. In checking over our records, indications show that there were about 75 per cent of our students who were high school graduates. We would like to make it 100 per cent. "

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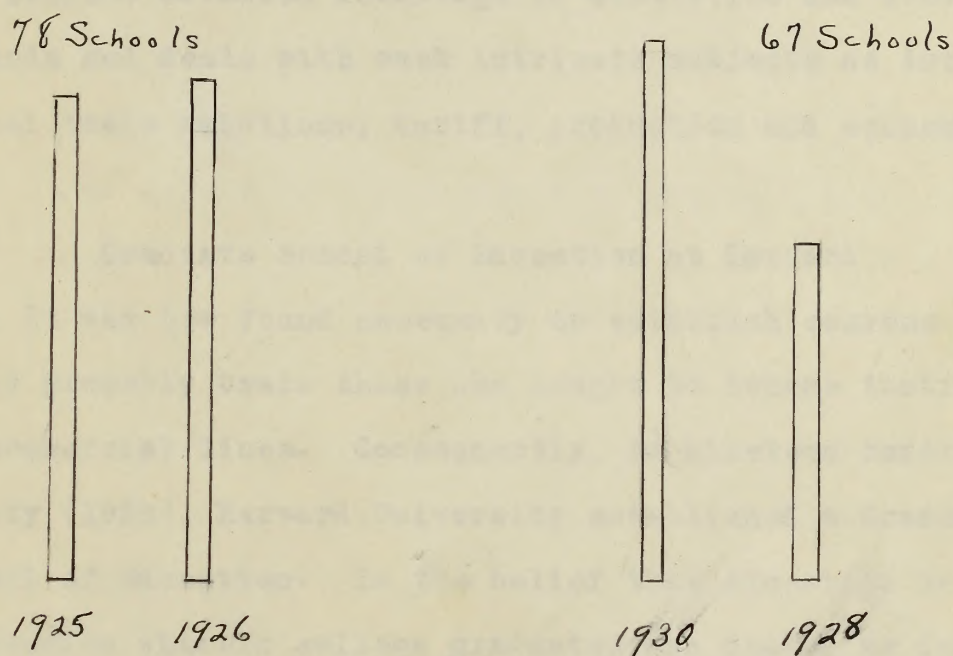
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Commercial Courses in Evening Schools

In a survey conducted to ascertain the enrollment of the various evening schools in Cambridge and Greater Boston it was found that in nineteen hundred and twenty-five (1925) there were 16,400 enrolled in the commercial courses and from the same number of schools (78) reporting in nineteen hundred and twenty-six (1926) there was a slight increase of over 100.



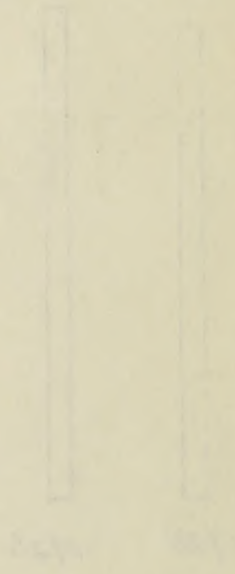
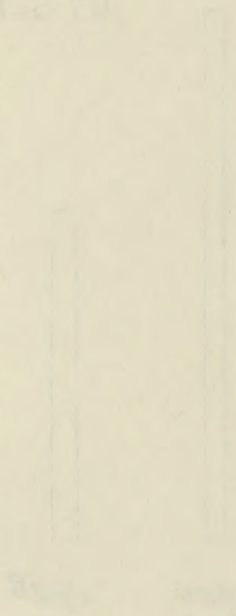
Another survey of 67 schools in nineteen hundred and twenty-eight (1928) showed an enrollment of 17,800 with a vast increase of 5,500 or a total enrollment of 23,300, in nineteen hundred and thirty (1930). In the present year there is no marked increase or decrease. The commercial course seems to hold its own despite the unstable economic conditions.

Report of findings in school health

It is a fairly common observation that the prevalence of the various venereal diseases is increasing and that it is not known that it is almost universal and twenty-five (1955) there were 4.5 cases in the community and that the same number of cases (1955) reported in another hospital not twenty-five (1955) there was a slight increase of cases.

1955

1956



Another survey of 67 schools in sixteen counties and twenty-eight (1955) shows an increase of 10,000 with a total increase of 5,000 in a total increase of 10,000. In the present year there is no marked increase in deaths. The community health is no marked increase in deaths. The community health is no marked increase in deaths. The community health is no marked increase in deaths.

Harvard Business School

The mentioned schools all served their usefulness. They were begun for the development of skill in clerical work. It was evident that those who were to hold higher offices, such as executives or managers, should have proper training and for this purpose Harvard University created a School of Business Administration on graduate level. This school gives the student advanced knowledge in statistics and business methods and deals with such intricate subjects as international trade relations, tariff, production and consumption.

Graduate School of Education at Harvard

It was now found necessary to establish courses that would properly train those who sought to become instructors in commercial lines. Consequently, in nineteen hundred and twenty (1920), Harvard University established a Graduate School of Education. In the belief that education is now a profession wherein college graduates are needed as leaders; in the conviction that training for educational leadership should be made an independent professional undertaking of the University comparable to the training offered for the older professions of medicine and law; and in the hope that Harvard might set new and more substantial standards in this field, the University empowered the Faculty of Education to recommend its candidates for distinct professional degrees, Master of Education (Ed.M) and Doctor of Education (Ed.D).

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At first these new degrees were closely aligned with the older degrees in the Graduate School of Arts and Science, the A.M. and the Ph.D. Two years of graduate work are required for the degree of Master in Education. It has proved impossible to give in a single year the professional training necessary for students to become competent scholars and leaders in education. This requires not only information, technical skill, grasp of educational ends, but also an understanding of the social and psychological effects of education. It endeavors to prepare students not only for their own careers but that their careers may contribute to making education more serviceable for life, if necessary by shifting emphasis and reorganization of procedure.¹

High School Available for Practice Teaching

In connection with the work of these courses, every student must engage in some form of apprenticeship,--actual teaching in the schools of the neighboring cities. For this apprenticeship plan an agreement between the City of Cambridge and Harvard was arranged. The record of the meetings of the School Committee, dated October nineteen, eighteen hundred and ninety-nine (1899), show that the following communication was laid on the table:--"By an agreement made between the City of Cambridge and Harvard University, a number of properly qualified students, not exceeding ten in number in any one year, from the courses in education, shall be

1--"Education--A Profession for College Graduates" pamphlet Harvard University.

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-- designated -- A Provision for College Graduates' pamphlet
Harvard University.

admitted to the public schools of Cambridge, to teach for practice, under the general direction of the Superintendent of Schools, of Cambridge, and Professor Hanus, of Harvard University, and the special direction of the principals and teachers in the schools to which the students may be assigned. It is understood that this agreement also covers the cases of students in Radcliffe College."

"It is further agreed that as many Cambridge teachers shall be admitted without charge to courses in Harvard University or Radcliffe College each year as there are students teaching in the schools of Cambridge, as long as this agreement remains in force. The teachers who are entitled to avail themselves of this privilege will be appointed by the Superintendent of Schools of Cambridge.

This matter of allowing students of Harvard University and Radcliffe College to work in the schools of Cambridge was brought to the attention of the School Committee again in December twenty-one, eighteen hundred and ninety-nine (1899) and the following was adopted:

"Ordered, that in the Russell and Agassiz Schools and in the High Schools, so far as the master may be able to use extra services to advantage, the Superintendent be authorized to arrange for instruction by advanced students of education in Harvard University and Radcliffe College, under such rules

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and conditions as the Superintendent may establish, and subject to discontinuance at his discretion."

The schools immediately availed themselves of these extra teachers and in the High School extra divisions were made of backward pupils, who previous to this time had been sent back to the grammar school. At the end of the year the Head Master reported that the "plan, while not free from some objections, chiefly growing out of the weaker power of control of inexperienced teachers, has worked with evident and gratifying success. The regular divisions relieved by the removal of those who dragged most heavily, were able to advance more vigorously and most steadily than earlier in the year."¹

This agreement is still binding and so Cambridge teachers recommended by the Superintendent of Schools, may continue their educational studies at Harvard University and students at the Graduate School of Education have an opportunity to become experienced in school room procedure under the guidance of competent teachers.

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Professional Training of Teachers

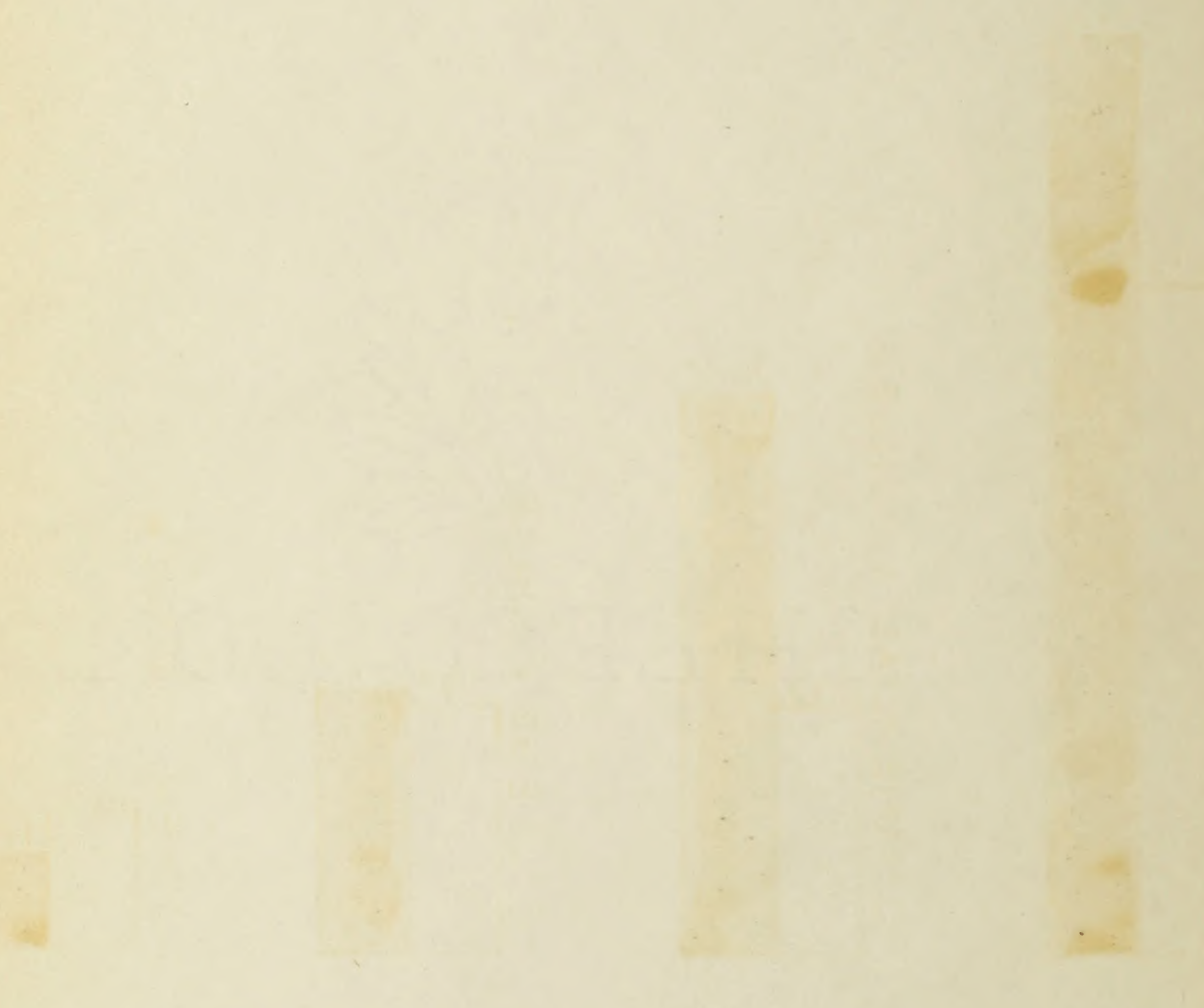
When commercial courses were introduced into the public schools, teachers with academic training were unprepared for this new type of work and were not available because commercial work then had no social standing in the community. Graduates from the private commercial schools were solicited. These teachers were unfamiliar with classroom procedures. Their education was narrow and limited to the knowledge they had received in a short course at the private commercial school.

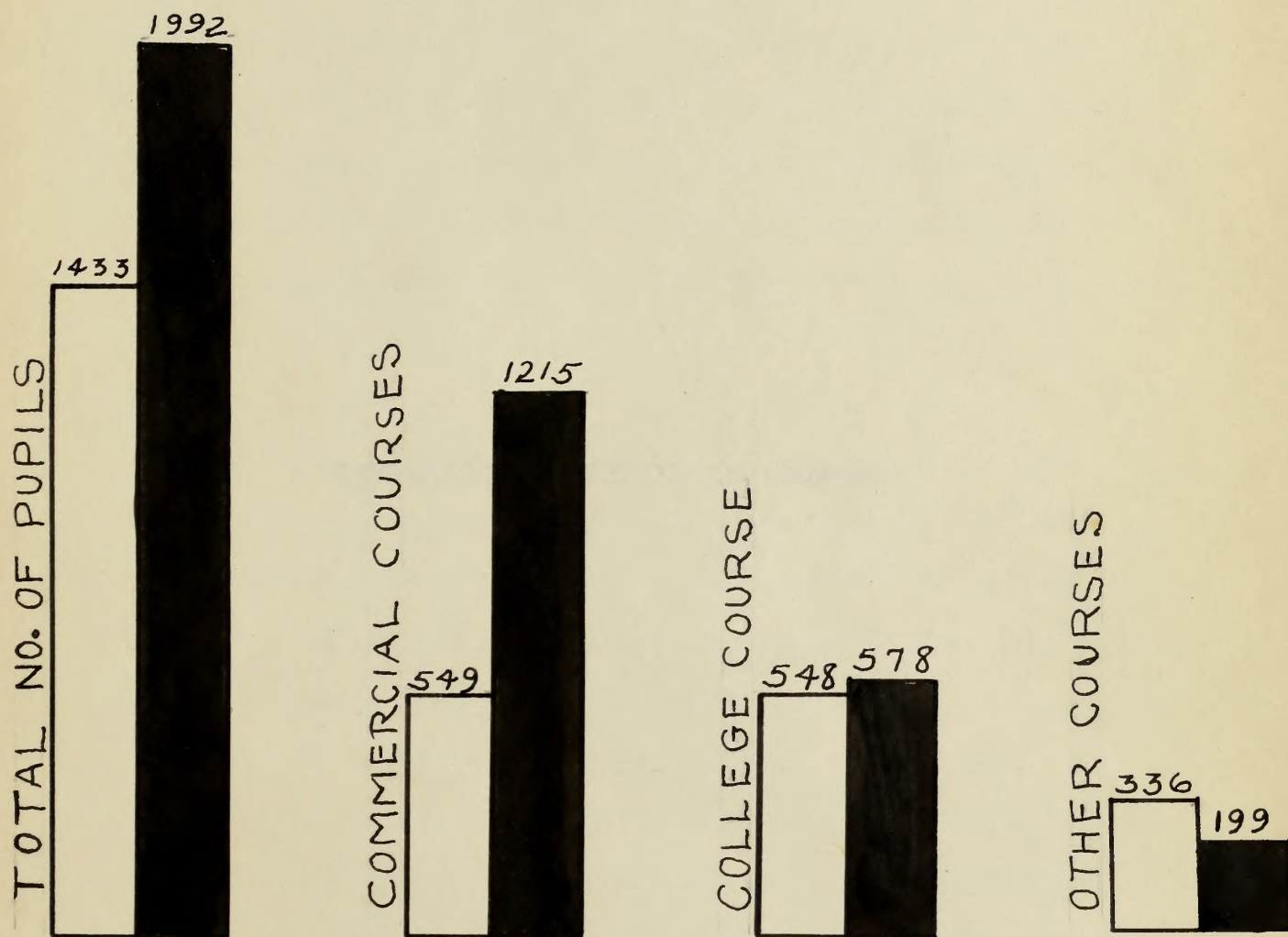
When it was realized that commercial courses had achieved their objectives, namely, the training of pupils for positions, and when it was further realized that these courses were to become an essential part of the curriculum, the prejudice towards this type of education gave way to one of apathy. Then, it was apparent that teachers should be better equipped with more adequate knowledge of commercial subjects. Thus, school authorities raised the requirements necessary for the teaching of these subjects. Today, Cambridge requires of its teachers that they have a bachelor's degree qualifying them as tutors of these subjects

This degree means that they have specialized in commercial work and have also had extensive pedagogical training and considerable cultural development. Besides a degree,

two years' practise teaching and a passing mark in a comprehensive examination of their major subject are required before appointments are made. By these rigid rules, Cambridge attempts to retain its educational standards as one of the foremost in the country.

the year of 1912, the second year of the war, the
relative frequency of their death was 1.5 times as
high as in the year 1911. By the year 1913, the
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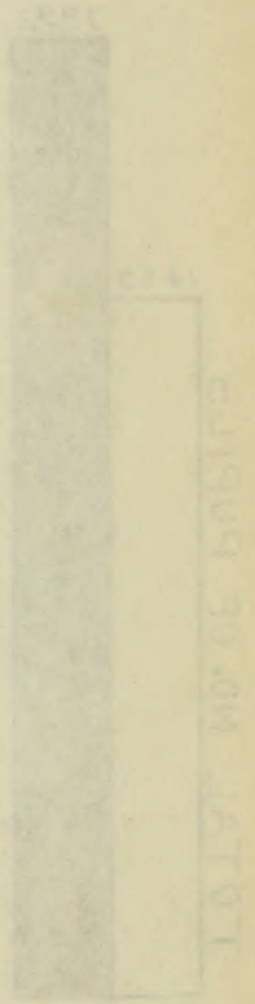


COMPARISON OF PUPILS

1910-1920

COMPARISON OF PUPILS

1910-1920



COMPARISON OF PUPILS IN COURSES

COMPARISON OF PUPILS IN COURSES

The total registration for the year nineteen hundred and ten (1910) was 1433. Of this number 549 pupils took the commercial course while only 548 registered for the college course and 234 for the combined other courses. This shows that more pupils elected the commercial course than any other course offered in the High School. Education was becoming more prevalent, legislation was being enacted for minimum working age and it was found that college courses were not beneficial to this group. By referring to Chart 1 this fact is apparent.

By comparison with the same group ten years later, nineteen hundred and twenty (1920), we find that the commercial group has gained markedly in strength. It numbers 1215 or almost two-thirds of the total enrollment of nineteen hundred and ninety-two (1992), while the college group has shrunk to 578 or 29 per cent of the total enrollment. In addition, the miscellaneous group now number only 199 or about 10 per cent of the total enrollment. A consideration of the facts depicted by this chart points out very clearly to the increasing desire for practical training. The value which has accrued from the inauguration of a practical curriculum which is designed to fit directly for business is proven conclusively.

OWNERSHIP OF THE COLLEGE

The total registration for the year nineteen hundred and ten (1910) was 1,238. Of this number 845 copies were the commercial course while only 393 registered for the college course and 398 for the combined other courses. This shows that more people elected the commercial course than any other course offered in the High School. Registration was being secured for nineteen more private schools. It was found that college courses were not beneficial to this group. By referring to Chart I this fact is apparent.

By comparison with the same group ten years later, nineteen hundred and twenty (1920), we find that the commercial group has gained markedly in strength. It numbers 1,815 or almost two-thirds of the total enrollment of nineteen hundred and twenty-two (1922). While the college group has gained to 578 or 25 per cent of the total enrollment. In addition, the miscellaneous group has gained only 135 or about 10 per cent of the total enrollment. A consideration of the facts depicted by this chart points out very clearly to the increasing desire for practical training. The value which has accrued from the inauguration of a practical curriculum which is designed to fit directly for business is proven conclusively.

Scale

Black line Red line Dotted line

2750 1020 125,000

2350 895 120,000

1950 770 115,000

1550 645 110,000

1150 520 105,000

1910

1915

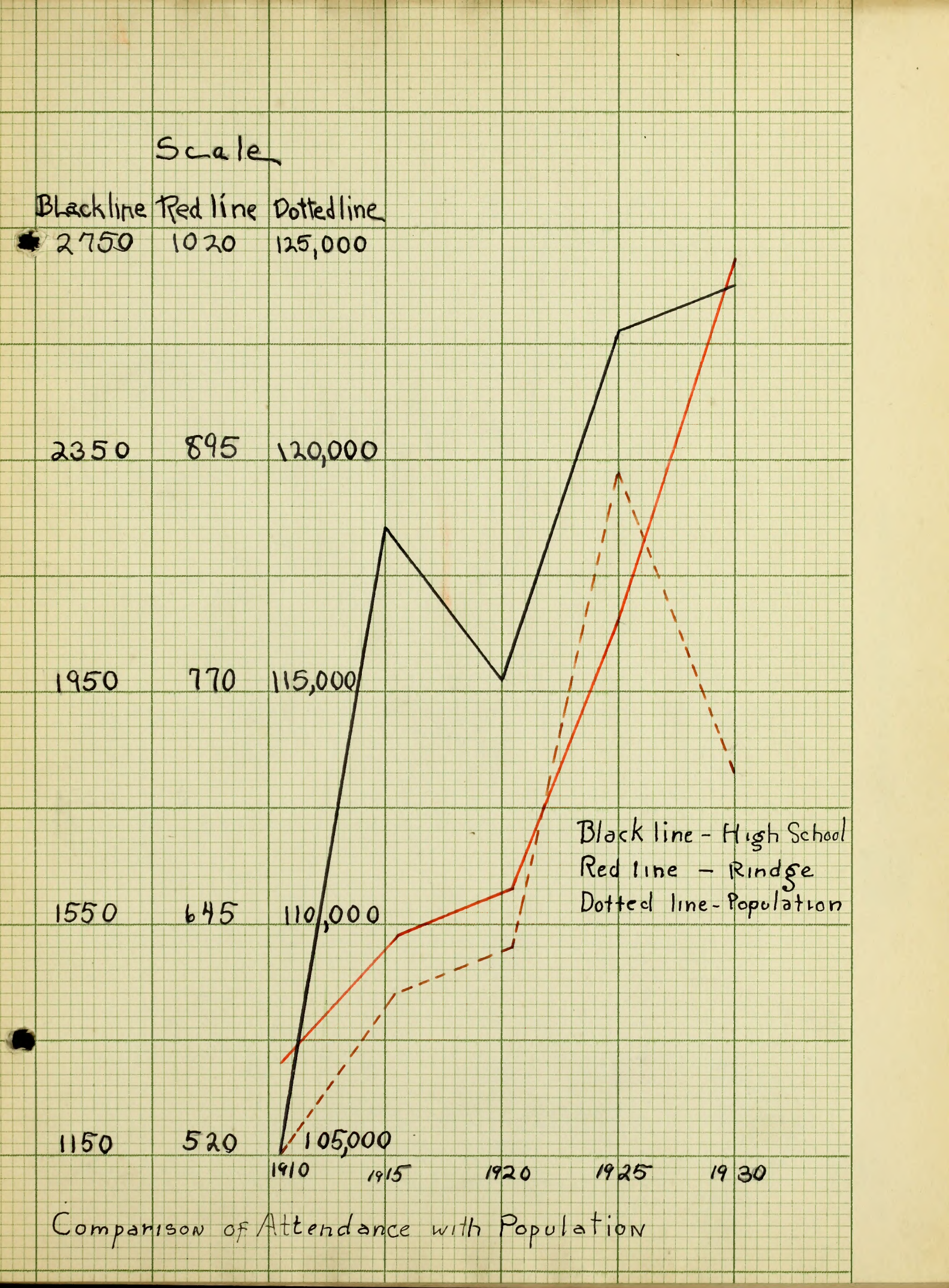
1920

1925

1930

Black line - High School
Red line - Rindge
Dotted line - Population

Comparison of Attendance with Population



SCALE

BLACK
2750

1020

2350

895

1950

770

1550

645

50

520

1910

1915

1920

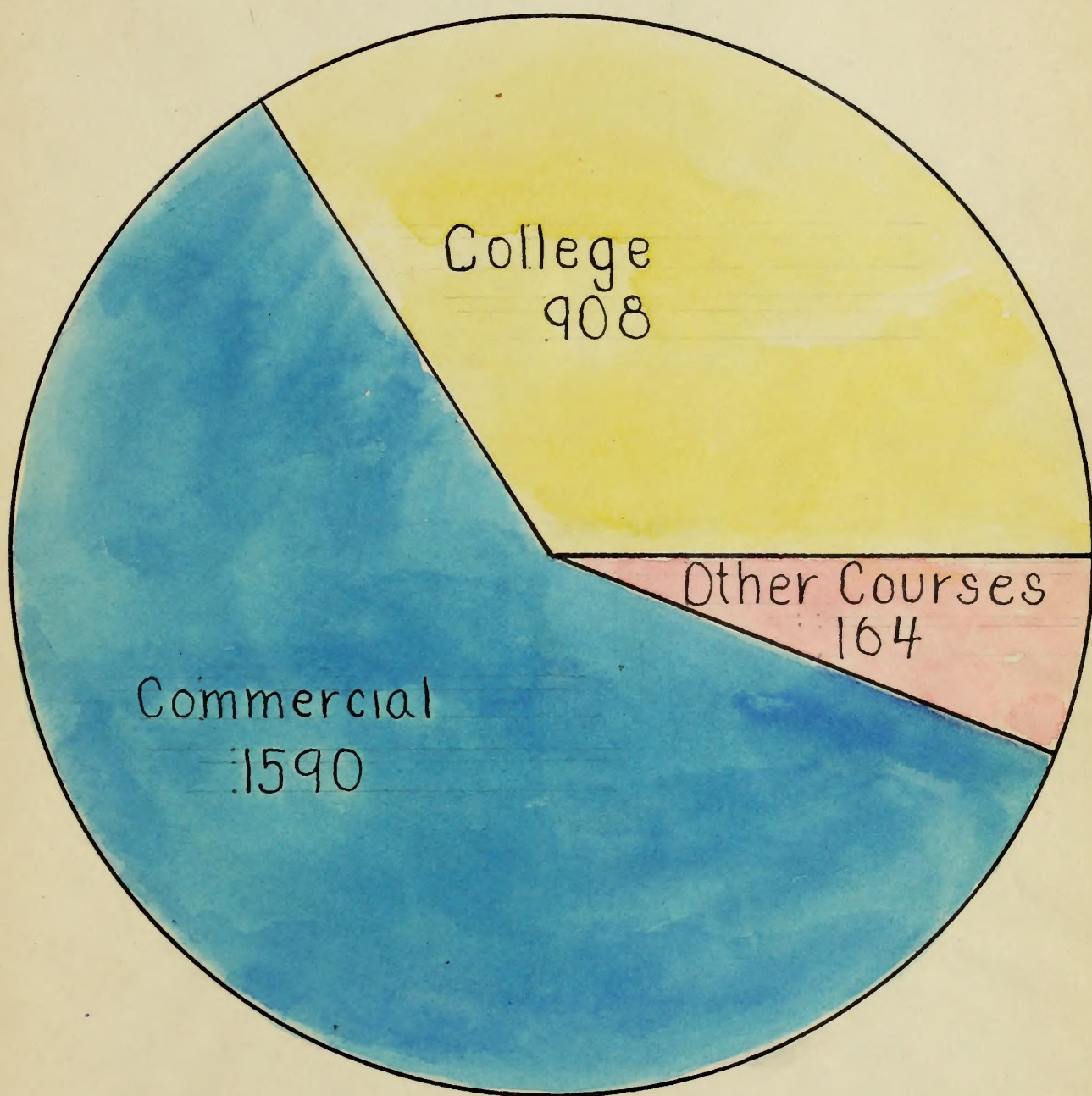
1925

1930

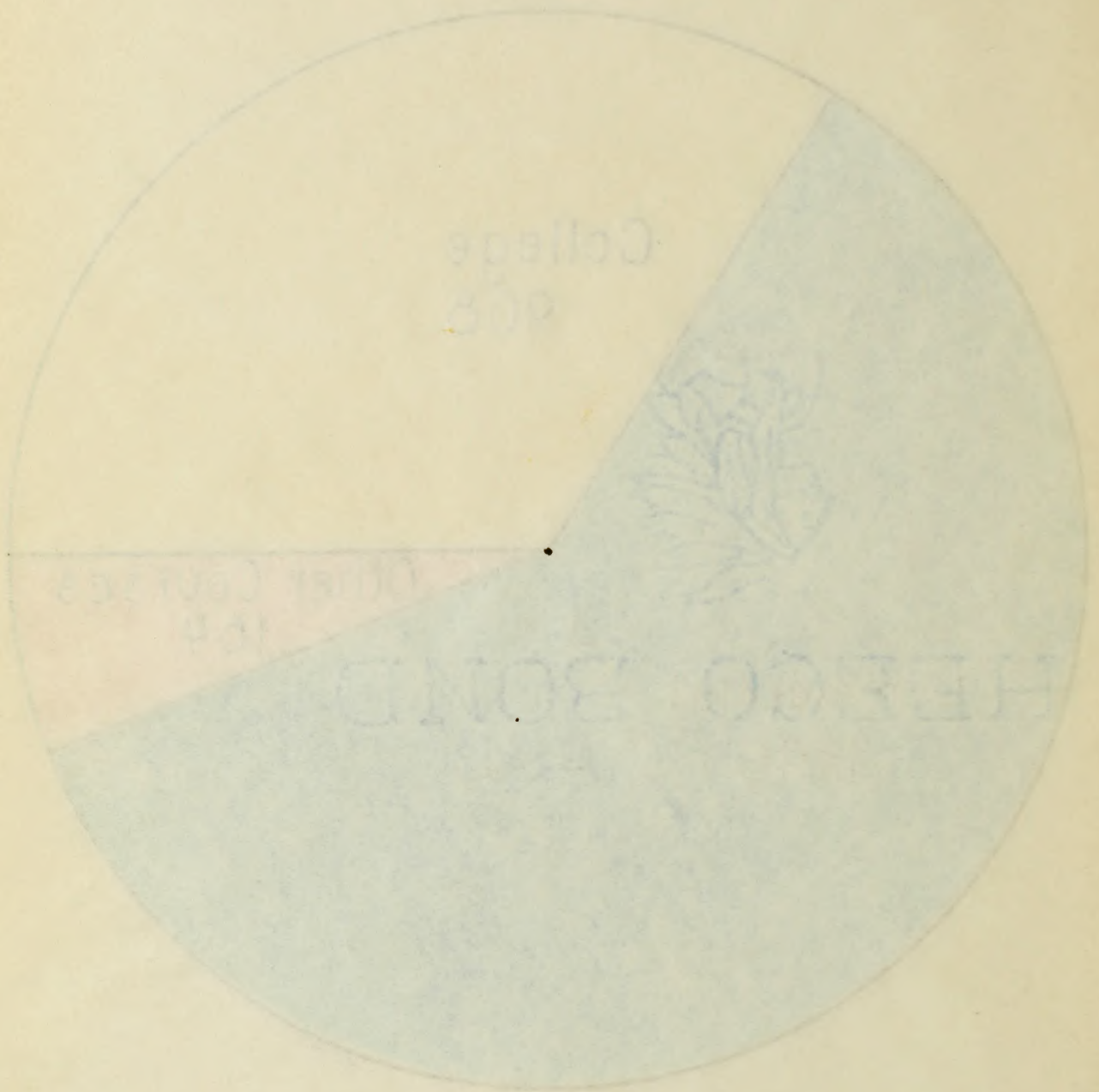
PUPIL ATTENDANCE
RED-RIDGE
BLACK-HIGH SCHOOL

CROSS SECTION PAPER. 10 x 10 = 1 INCH.





1930



1930

EXPANSION IN LAST DECADE

EXPANSION IN THE LAST DECADE

The return of soldiers in nineteen hundred and twenty (1920) dispossessed the young people from their lucrative positions in factories and manufacturing plants, such as Gray & Davis; Blake, Knowles & Co.,--positions which they had obtained on reaching the minimum employment age during the war period. Many of them, the older of large families, returned to high school with their younger brothers and sisters who were still of high school age. (Refer to Chart 2). The graph plainly indicates the large increase in pupil attendance in the years nineteen hundred and twenty (1920) and nineteen hundred and twenty-one (1921), which was a forerunner of a strong upward climb of line showing pupil attendance in the high school from nineteen hundred and twenty (1920) to nineteen hundred and thirty (1930). The immediate readjustment of war production and the return of soldiers, who a few years previous had vacated their positions to take up the onus of war, deprived of their lucrative positions many young people, who had quit school to earn fabulous wages. Realizing that their inability to hold positions in the face of competition was largely due to lack of education, many returned themselves and prevailed upon their younger kindred to remain as long as possible at school. The latter, apparently, desired to escape this unpleasant predicament and as a result the school officials

of the City arranged to give a more embracing, comprehensive scheme of arrangement of the so-called commercial curriculum.

Harvard Survey

The immediate post war period became one of specialization, and the essential need of more and particularly specialized education became apparent. A comprehensive curriculum intended to interest and fit the High School pupils for the vocation to which he or she appeared to be the best adapted was put in force. This was the outgrowth of the information obtained through the medium of several investigations and surveys. The first of these was the so-called "Harvard Survey" of nineteen hundred and twenty-four (1924), which was promulgated by Dean Holmes, Professor L. O. Cummings, Mr. L. L. Dudley and some sixteen students from the Harvard Graduate School of Education. At the invitation of the school authorities these gentlemen, working with the cooperation of the Superintendent of Schools, the Principals and Masters of the different schools undertook to discover the worth of the educational system in Cambridge. What were the ideals, methods, faults, and needs of the school system of this City? The Survey was divided into three parts; first, a review of the course of study in the various schools; secondly, the condition of the present schools; and thirdly, the growth and

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status of study in the various schools; secondly, the condi-
tion of the present schools; and thirdly, the growth and

change in population. The proposed remedies related to the curriculum and to the more advantageous scheme of pupil housing for the next twenty years. The first consideration alone interests us and quoting from the complete report of the "Survey of the Cambridge Schools", which was finished in nineteen hundred and twenty-six (1926), on page one we find: "The general program of Cambridge Schools is good. It has been well conceived; it is modern and progressive yet sound. It attempts everything that a good public school system should attempt. The actual achievement is gravely deficient only because of the lack of adequate facilities."

The unbiased commendation of such well qualified critics places the school system of Cambridge in a category with the foremost in the country. When the present building program has been completed, the City will have the necessary facilities to give every possible advantage to the students. Although, the report proves that the teaching methods and the objectives of the Cambridge Schools are above par still it also shows that for years the Cambridge Schools have been operating without sufficient or proper facilities. No matter how excellent the material at hand if the tools are not highly efficient the work turned out is necessarily at a minimum. When the building plans are completed the Cambridge Schools are able to use the vast resources at its command then the achievements of the schools will be worthy of their high

principles and efficient, modern, highly-trained teaching staff.

Commercial Survey

As the "Harvard Survey" contented itself in the main with the physical aspect of the situation, particularly as regards the problem of the housing of present and prospective pupils, the school committee of the next year, nineteen hundred and twenty-seven (1927), decided to give more attention to the matter of curriculum. Miss Slade, of the Commercial Department, was delegated to study the value of the existing curriculum in aiding the students to obtain suitable positions upon graduation. Stimulated by the previous survey, she grouped by occupation the various large industries located in and near Cambridge and canvassed the offices of these business houses. She noted the various types of equipment which each used. The results of this survey were very interesting. For instance, at Lever Brothers, one of America's largest commercial soap manufacturers, there were twelve comptometers and several Burroughs calculating machines. The operators of the comptometers received a larger salary than other machine operators because of the difficulty in finding trained employees. In the auditing department of thirty-one, only one bookkeeper is employed. All the routine work of bookkeeping is done by seven bookkeeping machines and auditors figure cost.

CURRICULA OF THE CAMBRIDGE HIGH AND LATIN SCHOOL

1929--1930

	COLLEGE	COMMERCIAL	GENERAL	NORMAL	PRACTICAL ARTS	NOTES	N. B. Figures indicate number of periods a week.
FRESHMAN	English I 5 Civics 1/2 year 5 Algebra I 5 Latin I* 5 Ancient History 1/2 yr. 5	English I 5 Civics I 5 Jr. Business Training 5 General Science** 5	English I 5 Civics I 5 General Science 5 and one of the following: Algebra 5 French*** 5 Spanish*** 5	English I 5 Civics I 5 Algebra I 5 Latin I* 5	English I 5 Civics I 5 General Science 5 Drawing 2 Cooking 5 Sewing 2	* French may be chosen in place of Latin by pupils preparing for Normal School or M. I. T. ** French or Spanish may be substituted for General Science by pupils of good standing in English. *** French or Spanish is to be taken only by those of good standing in English. Physical Training, 2 periods a week, is a required subject in all courses.	In addition to the programs as outlined, Elective Studies amounting to not more than 5 periods a week may be chosen from the following, the 5 periods to include Physical Training :— Chorus 1 Cooking 3 Freehand Drawing 2 Mechanical Drawing 2 Sewing 2 Orchestra 1
SOPHOMORE	English II 5 Latin II 5 Geometry I 5 French I or 5 Spanish I or 5 German I or 5 Greek I 5	English II 5 Bookkeeping I 5 Com'l. Geography 5 Spanish or 5 French or 5 History * or 5 Physics I ** or 5 General Science 5	English II 5 Latin or 5 French or 5 Spanish 5 History * 5 Physics I ** 5	English II 5 Latin or French 5 Geometry I 5 General Science or 5 History * or 5 Physics I 5	English II 5 History * 5 Physics I 5 Drawing 2 Sewing 2 Cooking 5	* History — Ancient and Medieval or Modern. ** To take Physics I, pupils must have had General Science or Algebra I. Physical Training 2 periods a week, is a required subject in all courses. Pupils may take only 4 full time subjects with Physical Training unless a high record this year justifies another subject. They may elect	One of the following :— Freehand Drawing 2 Mechanical Drawing 2 Sewing 2 Harmony 2 Elocution 2 Orchestra 1 Choir (competition) 1 Glee Club (competition) 1
JUNIOR	English III 5 Latin III 5 French II or 5 Spanish II or 5 German II or 5 Greek II 5 Algebra II** or 5 History { Modern or 5 Ancient or 5 U. S. or 5 Chemistry I M.I.T. 5	English III 5 Com'l Arithmetic 5 Shorthand I 5 Typewriting I 5 Bookkeeping II 5 History { Modern or 5 U. S. or 5 A Science* 5 French 5 Spanish 5 Machine Accounting 5	English III 5 Foreign Language 5 Mathematics or 5 A Science* 5 History { Modern or 5 U. S. or 5 Mathematics 5 Shorthand I 5 Typewriting I 5 Bookkeeping I 5	English III 5 Foreign Language 5 A Science 5 History { Modern or 5 U. S. or 5 Mathematics 5 Shorthand I 5 Typewriting I 5 Bookkeeping I 5	English III 5 Com'l Arithmetic 5 Chemistry I 5 Drawing 2 Sewing 2 Cooking 5	* Non college pupils choosing Science must take General Science if they have had no science. To take Physics I, they must have had Algebra I or General Science. ** To take Algebra II, a pupil must have passed Algebra I and Geometry I. Pupils should take only 4 full time subjects unless one is Typewriting. Pupils who have made a high record might take five if it seemed wise.	Electives :— one of the following may be taken Freehand Drawing 2 Mechanical Drawing 2 Sewing 2 Elocution 2 Harmony 2 Orchestra 1 Chorus 1 Choir (competition) 1 Glee Club (competition) 1
SENIOR	English IV 5 Latin IV 5 French III or 5 German III 5 U. S. History 5 Geometry II 5 Solid Geometry 2 1/2 Trigonometry 2 1/2 Physics II or 7 Chemistry II 7	English IV 5 U. S. History 5 Shorthand II 5 Typewriting II 5 Office Practice 4 Machine Accounting 5 Com'l Law 5 Bookkeeping III 5 Spanish 5 French 5 A Science* 5	English IV 5 U. S. History 5 Foreign Language 5 Mathematics 5 A Science* 5	English IV 5 U. S. History 5 Foreign Language 5 Mathematics 5 A Science* 5 Shorthand 5 Typewriting 5 Bookkeeping 5	English IV 5 U. S. History 5 Household Management 5 Dietetics 5 Sewing 2 Drawing 2	Pupils should take only 4 full time subjects unless one is Typewriting. * Non college pupils in electing Science must take General Science if they have not had any Science. To take Physics I, a pupil must have had either Algebra I or General Science. Algebra I and Geometry I are necessary for Algebra II.	Electives :— one of the following may be taken Freehand Drawing 2 Mechanical Drawing 2 Harmony 2 Sewing 2 Elocution 2 Orchestra 1 Chorus 1 Choir (Competition) 1 Glee Club (Competition) 1

Nearby, at the Boston & Maine Office, in Lechmere Square, a hundred comptometers and calculating machines were being used besides seven or eight Remington bookkeeping machines, accounting machines and thirty-four ediphones. The efficiency of this organization was recently increased by creating eighteen new positions for machine operators and abolishing twenty-one bookkeeping positions. One man was retained as a bookkeeper. No stenographers are employed as all work is done on ediphones.

At the main office of the New England Telephone and Telegraph Company in Boston, there were ninety comptometers and some special constructed Burroughs bookkeeping machines. In the future, this company expects to increase its use of machine billing.

The National Shawmut Bank of Boston has installed forty-four bookkeeping machines and expects to increase the number. It is apparent that there is an increasing demand for calculating machine operators.

	Calculating & Comptometers	Bookkeeping Machines	Ediphones	Accounting Machines
Levers	12	7		30
B. & M.	100	8	34	4
N. E. T.	90			
Shawmut		44		

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This was done as a further expression of the development of commercial education in Cambridge.

The report next takes up the matter of curriculum content and asked the question "Are we giving too much time to instruction in text book bookkeeping? Have we equipment sufficient to give students training in the use of the bookkeeping machines?"¹ The answer to the first query was Yes, but to the second the answer was emphatically NO. The remedy was to purchase equipment which would be adequate to promote interest and afford the instruction desired. The School Committee saw the need for this type of instruction and at the present time the school is equiped with twenty-four Burroughs calculating machines; two Comptometers; one Wales adding machine; a repeating unit, which comprises a mimeograph, mimeoscope, and a ditto machine; one Underwood, one Remington, one Burroughs bookkeeping machines; five typewriters for stencil work; two transcribing and one recording dictaphones; filling equipment for 110 pupils.

Personal Survey

A personal canvass of a number of the more substantial and larger manufacturing establishments in the city, who under normal conditions absorb a substantial portion of our commercial graduates, brought out some interesting information. The most striking facts are:

This was done as a further expansion of the development
of commercial education in Cambridge.

The report next takes up the matter of curriculum content
and asks the question "Are we giving too much time to literature
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The answer to the first query was Yes, but to the second the
answer was emphatically No. The remedy was to increase again-
ment which would be adequate to provide interest and effort the
instruction desired. The School Committee saw the need for
this type of instruction and at the present time the school
is equipped with twenty-four hand-operated calculating machines;
two comptometers; one hand adding machine; a repeating adding
machine; a calculator; a telegraph, a mimeograph, and a little machine;
one Dictaphone, one Remington, and a hand-operated bookkeeping
machine; five typewriters for small work; two stenographic
and one recording dictaphones; filing equipment for 110
files.

Personal Survey

A personal canvass of a number of the more substantial
and larger manufacturing establishments in the city, who
under normal conditions absorb a substantial portion of our
commercial production, brought out some interesting infor-
tion. The most striking facts are:

1-Report of the School Committee of 1927. Page 15

1. That each concern makes use of office appliance machines according to its individual need, in addition to typewriters.
2. That the average wage paid to inexperienced office help is about \$12.
3. That the starting salary for the applicant who can prove familiarity with office machines ranges from \$14-18, from which point the increase in wage depends upon the development of individual ability.

The above information seems to indicate that managers of concerns favor employment of more experienced people rather than the training and seasoning of raw high school graduates because learning on the job slows up the functioning and is likely to demoralize the entire office personnel. This proves that a cash premium is placed on adequate commercial training and the more complete the training the bigger the premium.

Prerequisites for Office Work

At this point, it is advisable to consider the factors which constitute satisfactory commercial training.

1. It is found that superior use of good diction is of paramount importance to those seeking work of a stenographic or secretarial nature. Therefore, those who barely pass English in the first or second year in high school are not

allowed to take the stenographic course in the third year.

2. People who do not show reasonable aptitude in simple forms of commercial arithmetic, should not attempt bookkeeping or accounting work, and even the clerical positions of lesser importance which involve rapid calculation.

3. A high degree of mental and muscle coordination should be attained for manipulation of billing, bookkeeping, adding and other types of machines.

4. Accuracy coupled with common sense is essential in all efficient business firms, especially in filing.

5. The virtue of loyalty cannot be stressed too strongly--stenographers, secretaries, and filing clerks have access to confidential records.

6. Harmonious relations should be developed between individual workers and associates and likewise between employers and employees as the best work is done when all are congenial.

Vocational Guidance

It is well known that all boys and girls are not fitted for all types of commercial work. It is also unfortunate but true that many who are mentally lazy or partially undeveloped choose the commercial course as the path of least resistance in preference to the college or general course. They attempt to lag throughout four doleful years hoping to win a diploma without any real exertion on their part. There can be but little hope of any conspicuous success for these regardless

- allowed to take the stenographic course in the third year.
2. Persons who do not show reasonable aptitude in writing forms of connected discourse, should not attempt stenographic or shorthand work, and even the shorthand position of letters, importance which involve rapid calculation.
3. A high degree of mental and manual coordination should be attained for manipulation of writing, bookkeeping, adding and other types of machines.
4. Accuracy coupled with common sense is essential in all attached business lines, especially in filing.
5. The student of English cannot be allowed too strongly to stenograph, bookkeeping, and filing. Other have access to confidential records.
6. Interpersonal relations should be developed between lecturers and students and supervised and supervised between employees and employees as the best work is done when all are interested.

Vocational Guidance

It is well known that all boys and girls are not fitted for all types of vocational work. It is an unfortunate fact that many who are mentally sharp or partially handicapped choose the commercial course as the path of least resistance in reference to the college or general course. They attempt to lag throughout four school years hoping to win a diploma without any real exertion on their part. There can be but little hope of any vocational success for these persons.

of the field they enter. They invariably shift into jobs in nearby industries. No course of study could achieve marked results with most ^{of} this group but some of them could be stimulated to the achievement of good work if they could be sufficiently interested in some definite field of endeavor. It is probable that vivid lifelike interesting exercises in the procedure, such as handling of machines and motivated lessons might result in stimulating real effort and lead to success.

This woeful condition on the part of some students who waste four years of their lives, which should be among the most profitable, has been partially overcome by the appointing of four Masters and four Deans who watch over the individuals for yearly periods. This system is of some advantage but has many drawbacks as the students yearly pass from one Dean to another without proper relationship between each year. Once the pupil graduates she no longer has the guiding influence of her advisor. Vocational guidance is now being recognized as an essential cog in the commercial system. It, apparently, has reached its greatest value in those communities where one person is appointed who devotes all of his time to the individual students before and after graduation.

The old theory, called the round hole, square peg theory,

while it is a justification for vocational training, cannot assume that by such training alone a misfit can be adjusted to his job. Vocational guidance is a necessary requisite in any such adjustment. Consideration must be given to job requirements, promotional opportunities and financial rewards in relation to personal aptitudes, interests and capacities. It must be recognized that vocational guidance is necessary not only during the preliminary training which is had in school but also at the start of occupational experience, the most valuable vocational training which is self-acquired through intelligent study and observation while participating in a worth while economic pursuit.

To be successful the director of vocational guidance must reach the pupil even before he has decided upon a commercial course. The child should at that time be made to realize that he is launching his ship on the sea of life and unless he has some goal in view he can only hope to drift from one job to another finally landing on a reef. The innumerable opportunities in the commercial field must be pointed out and the magnitude and importance of business should be made clear.

Once the student has decided upon a commercial course he should have some one to watch vigilantly over the interest he takes in his work. If necessary, tryouts should be made until he finds some particular subject to which he adapts

While it is a temptation for vocational training, to assume that by such training alone a child can be adjusted to his job. Vocational guidance is a necessary requisite in any such adjustment. Consideration must be given to the child's personality, promotional opportunities and financial rewards in relation to personal aptitudes, interests and capabilities. It must be recognized that vocational guidance is necessary not only during the preliminary training which he has in school but also at the start of occupational experience. The most valuable vocational training which is self-acquired through intelligent study and observation while participating in a course with this economic interest.

To be successful the director of vocational guidance must reach the pupil even before he has decided upon a career plan. The child should be told that he is to realize that he is learning his job on the way of life and habits he has some goal in view he can only hope to drift from one job to another finally settling on a trade. The fundamental opportunity in the commercial field must be pointed out and the magnitude and importance of business should be made clear.

Once the student has decided upon a commercial career he should have some one to watch vigilantly over the interest he takes in his work. It is necessary, therefore, should be made itself he finds some particular subject to which he adheres.

himself. It is the duty of the vocational guidance department to attempt to get the student started on the right track and not permit a boy or girl who apparently finds leisure in operating a calculating machine to become bored with commercial law and vice versa. It is, of course, during this period that the necessary training for the initial contact job is given to the student.

Another very important phase of vocational guidance work is the acting of the teacher as a contact between graduating students and the various industries. During the year nineteen hundred and twenty-eight (1928)-nineteen hundred and twenty-nine (1929), 131 pupils were placed in positions. Fifteen graduates of the preceding year were placed in permanent positions in September. In April to June, 55 honor students were placed in positions. These pupils are allowed to leave when a vacancy occurs and return for their graduating exercises in June. The remaining 61 pupils were placed in part time positions, generally working in the afternoon and evenings. The guidance worker should impress upon the young person about to enter a position that while manipulation in running an office machine, or dexterity at figures, or the coordination of mind and muscles in stenographic work are essential, promotion is more often obtained from an interest in economic theory, good will toward fellow employees, pluck and willingness to assume responsibility and sound common sense.

himself. It is the body of the vocational guidance department
 to attempt to get the student started at the right time and
 not permit a boy or girl who apparently thinks he is in opor-
 tunity a calculating machine to become bored with commercial law
 and other things. It is, of course, during this period that the
 necessary training for the initial contact job is given to the
 student.

Another very important phase of vocational guidance work
 is the setting of the teacher as a contact between education
 students and the various industries. During the year nineteen
 hundred and twenty-eight (1928) nineteen hundred and twenty-
 nine (1929), 101 pupils were placed in positions. With
 graduates of the preceding year were placed in permanent posi-
 tions in September. In April to June, 25 honor students were
 placed in positions. These pupils are allowed to leave when
 a vacancy occurs and return for their graduation exercises in
 June. The remaining 61 pupils were placed in part time posi-
 tions, generally working in the afternoon and evenings. The
 guidance worker should impress upon the young person about to
 enter a position that while satisfaction is to be obtained in the
 machine, the ability at figures, or the coordination of mind
 and muscles in stenographic work are essential. Guidance is
 not often obtained from an interest in scientific theory, and
 will toward fellow employees, quick and willingness to assume
 responsibility and sound common sense.

Parochial Schools

Naturally, as Cambridge developed, the incoming residents began to assert themselves. In East Cambridge was opened the Sacred Heart School; in Cambridgeport there was opened St. Mary's School; in Old Cambridge St. Peter's was opened; and in North Cambridge, St. John's School.

To speak of but one of these, St. Mary's. They have to-day in the High School, exclusively for girls, an enrollment of two hundred and ninety-five (295) pupils. As part of the course, shorthand, typewriting, and bookkeeping are taught. There is a difference, however, in these schools from those of the public schools, as these subjects are taught only as part of the regular curriculum. They are not taught as purely vocational work. The Parochial School System believes absolutely and entirely in cultural education and vocational subjects are carried along in conjunction with the regular academic and cultural studies.

Cambridge Abreast of the Times

From the separation of the English Department from the Latin School in eighteen hundred and eighty-six (1886) one might say that Cambridge has given thought to the commercial trends in education. The vogue in education up to this time had been influenced by Pestalozzi and his disciple Fellenberg and had shown itself in manual labor schools. However, this type of education did not receive an impetus until after the Morrill Act of 1862. Cambridge, after watching its successful operation elsewhere, took up industrial education in the Rindge Manual Training School for Boys, the gift of Mr. Frederick Rindge. The argument for this kind of education was to give boys an opportunity for honest labor and to produce good moral effects. This idea is embodied in the inscription on the building: "Work is one of our greatest blessings; everyone should have an honest occupation."

At the same time that this gift was given to the City, eighteen hundred and ninety-nine (1899), the four year commercial course was adopted in the English High School. Commercial education was receiving nation wide attention and a few years later Boston opened the High School of Commerce to those desiring preparation for business. For the last twenty-five years, especially since the passage of the Smith Hughes Bill in nineteen hundred and seventeen (1917), which

created a Federal Board of Vocational Education, the growth in commercial education has been phenomenal.

The effort of the public high school has been to meet as far as possible the individual needs and capacities of the pupils and help them to find new and wholesome opportunities. Cambridge has always held this objective in view and has changed and altered its curriculum, from time to time, so that it has always served, in a progressive manner, its future citizens.

CONCLUSION

When one looks over the history of education in Cambridge one is forced to the conclusion that the development was easy and gradual. In the beginning few realized what was to be the greatness of America. Cambridge, as part of the new colony, offered to the early settlers the first opportunity for higher education.

In the further growth of America's life, when the richness of our soil, when the soundness of our financial condition became apparent there was necessary the building up of a group specially trained along industrial and commercial lines. With this thought in mind, the English High School became a separate unit and soon afterwards the Rindge Manual Training School was begun.

Cambridge was early in the field appreciating the fact that America's future lay along industrial and commercial lines. She placed on the school curriculum subjects intended to give the boys and girls an opportunity to fill positions in commercial departments.

CONCLUSION

When one looks over the history of education in Canada, one is forced to the conclusion that the development of the country has been largely determined by the needs of the business world. In the beginning, the settlement of the West was largely determined by the needs of the fur trade, and the education of the children was largely determined by the needs of the fur trade. The first step was to give the children a good English education, and the second step was to give them a good business education.

In the further growth of Canada's life, when the time came for our children, when the number of our children was increasing, there was a necessity for the education of the children. A group of people, who were interested in the education of the children, began to think of the future of the children. They thought of the children as a group, and they thought of the children as a whole. They thought of the children as a group, and they thought of the children as a whole. They thought of the children as a group, and they thought of the children as a whole.

Canada was early in the field of separating the two groups of children. The first step was to give the children a good English education, and the second step was to give them a good business education. The first step was to give the children a good English education, and the second step was to give them a good business education. The first step was to give the children a good English education, and the second step was to give them a good business education.

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Mr. E. A. Winard, Paymaster, Ginn & Co.

Mr. J. M. Hunter, Employment Department, Hood Rubber Co. Inc.

Mr. C. E. MacKenzie, of Johnson--Appleby Co.

Mr. A. P. MacIntyre, comptroller of Lever Brothers.

MEMORANDUM

I wish to thank the following for their assistance:

Mr. M. W. [Name], [Title], [Address], who gave me access to the [Name] [Title] [Address] and who gave me the data available [Title] [Address].

Mr. [Name], [Title], [Address], who showed me the [Name] [Title] [Address] and who showed me the [Name] [Title] [Address] and who showed me the [Name] [Title] [Address].

Mr. [Name], [Title], [Address], who showed me the [Name] [Title] [Address] and who showed me the [Name] [Title] [Address].

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Mr. [Name], [Title], [Address], who showed me the [Name] [Title] [Address] and who showed me the [Name] [Title] [Address].

Mr. [Name], [Title], [Address], who showed me the [Name] [Title] [Address] and who showed me the [Name] [Title] [Address].

BIBLIOGRAPHY

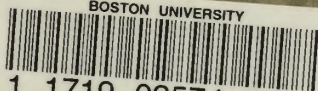
- Mr. A. D. Ritchie, of the Murray Printing Company.
- Mr. James Thomas Jr., of the National Casket Co., Inc.
- Mr. A. M. Wright, Treasurer of the Harvard Trust Company.
- Mr. C. F. Locke, connected with the New England Brick Company.
- Mr. F. A. Smith, President, F. S. Payne Co.
- Mr. C. B. Bentley, of the Simplex Wire & Cable Co.
- Mr. Guy Maynard, Division Manager Standard Brands Inc.
- Mr. Odenweller, of the Standard Oil Company
- Mr. F. D. Sterritt, Treasurer of F. D. Sterritt Lumber Co.
- Mr. H. M. Widdle, of Dewey and Olmy Chemical Co.

DISMISSAL

- Mr. A. D. ... of the ...
- Mr. James ... of the ...
- Mr. A. B. ... of the ...
- Mr. C. E. ... connected with the ...
- Mr. F. A. ... President, ...
- Mr. D. E. ... of the ...
- Mr. G. H. ... Division Manager ...
- Mr. I. J. ... of the ...
- Mr. K. L. ... Treasurer of ...
- Mr. M. N. ... of ...

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